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STATE LIBRARY COMMISSION
SOUTH AVE. & MIDDLESEX
MISSOULA, MONTANA

October 1959
Volume 5
No. 1

OCT 6 19

MONTANA

ARTERLY

VOLS.	
HEIGHT	
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NONE BOUND BEFORE	
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SEE RUB	
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HINGING	
LETTERING	
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EXTRA TIME PREPARING, ETC.	

2 SEPARATE SET BY PEELING AT THIS SHEET AND BREAKING SPOT PASTING IN STUB

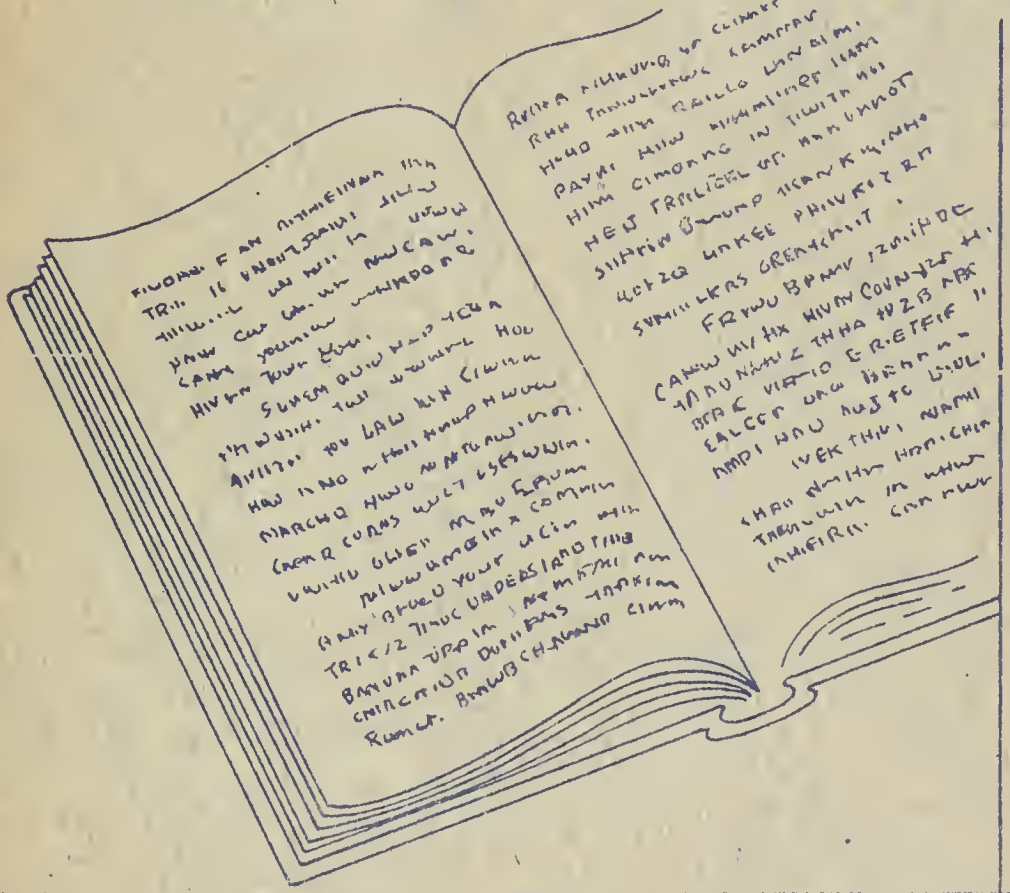
OFFICIAL PUBLICATION OF THE
MONTANA STATE LIBRARY ASSOCIATION

October 1959
Volume 5
No. 1

OCT 6 19

MONTANA

LIBRARY QUARTERLY



OFFICIAL PUBLICATION OF THE
MONTANA STATE LIBRARY ASSOCIATION

THE MONTANA LIBRARY QUARTERLY

Vol. 5, No. 1 October 1959

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The Montana Library Quarterly is sent free to members of the Montana State Library Association. To all others the annual subscription is $2.00. Please enter subscriptions with the Editor, making checks payable to the Montana State Library Association.

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The Montana Library Quarterly is indexed in Library Literature and in Contents in Advance.

PRESIDENT'S FOREWORD

I am pleased that the Editor of the Quarterly gives the MSLA President the space to greet you in each issue. I want to feel that I have some communication with the members of the Association throughout the year.

Elsewhere, you will find committees for the year listed. I hope all chairmen will contact members of their committees immediately and that the work of the committee will go forward.

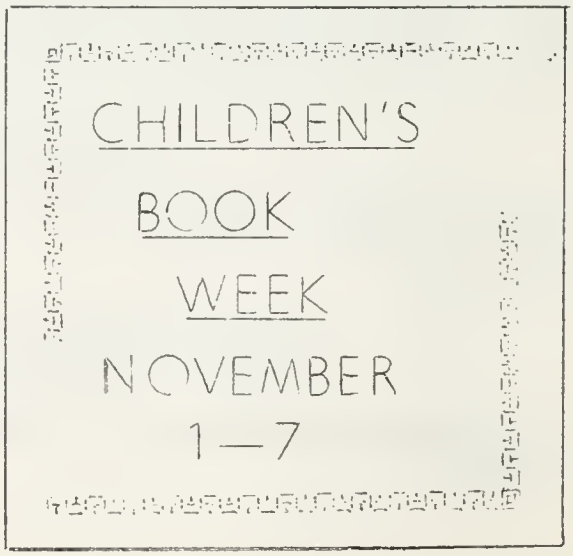
While I'm on the subject of communication, I want to comment on the answering of letters. From my experience in getting replies from some committee members, I have a feeling that we are all too guilty of postponing correspondence. When so much of the Association's business is dependent on writing back and forth, it is important for us all to answer mail promptly. I know how busy the day gets in every library, and the temptation is to procrastinate. If we could keep handy a supply of post cards, we can often scrawl an answer and post it in the return mail. This will expedite our business considerably.

I hope all of you are busy making friends for libraries. The groundwork for a successful legislative program must begin much earlier than the opening of the legislative session.

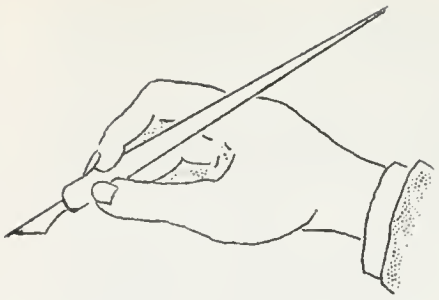
Have you mentioned the May meeting in Great Falls to your trustees and friends? If you begin discussing the meeting now, you will give them ample opportunity to save the dates and to be planning to attend.

I would especially appreciate having program suggestions for the May meeting. If you have an idea for a meeting or subjects you'd like discussed, please write me a note.

Alma Jacobs



Editorial



A FABLE FOR LIBRARIANS

With most humble apologies to James Thurber

Once upon a time there was a community of little white owls, all of whom were excellent housekeepers. They kept their houses clean and although most of the houses were old, they were always neat. The children were well cared for too, and there was much visiting in the different houses. The little white owls had many ideas for improving their homes, but there was never enough money. One day, the great grey owls who ran the community decided that outsiders should be brought in to tell the little white owls what needed to be done to improve their homes. The little white owls thought this an unnecessary expenditure of money; after all, they knew what to do if only someone would provide the wherewithal. But their opinion wasn't really asked. So the great grey owls brought in a pleasant and easy-going sort of kiwi who knew all about kiwis' houses, and talked about control processes, and consistency scores and normative content and whether certain things would have a degree of face validity. The kiwi called in other helpers, some of the great grey owls, a peacock who was so hidden behind his tail that no one ever did find out what he was studying. There was even a penguin, although he was kept pretty much in the background. The study went on for years and years and strange birds were always turning up in the homes of the little white owls when least expected. It was most disconcerting, for being short of funds, the little white owls could not always invite them to dinner. And the questions they asked! Finally, the study was declared to be complete and all the kiwis and peacocks and even the penguin were seen no more. Then the great grey owls called the little white owls together and said, "See what we have done for you! Here is the study all finished and all you have to do is to get the money so that you can implement the recommendations these wonderful creatures have given you!"

But the little white owls went sadly back to their homes and picked up the work they'd been doing when they were interrupted. You see, no one had thought to get them any funds to get the help to carry out these wonderful ideas that they'd long ago thought up for themselves.

* * * * * * * * * * * * * * * * * * *

BOOKS I'VE ENJOYED

"Reading Without a Purpose"

Patricia Paylore*

My housemate calls me a retarded reader. She bases this on the fact that I was going on fifty before I ever read The Wind in the Willows. I read it then as a part of what might be called a program of planned purposelessness. I'm glad I finally got around to it, for I was forgetting, during the quarter of a century that I have been concentrating on the southwestern Americana that is my trademark, so to speak, that it was possible to laugh with a book. (I don't know whether to be glad or sorry that Peter Green in his new biography of Kenneth Grahame insists that the reader of The Wind in the Willows acknowledge the underlying political and social meaning for which Grahame created the book as a vehicle.) Anyhow, now through the desert winter nights I lay abed reading it simply and pleasurably, often laughing aloud until Phyllis would come to stand in my bedroom door to ask, "Where are you now? Now what are they doing? Have you met Badger yet? Don't you simply love Rat?" I truly believe there was never devised a more ecstatic expression than Mr. Toad's "Poop-poop", nor would it be easy to find another passage in literature quite as moving as the almost mystical search for the lost baby otter.

I was firm about the year I had allowed myself to read without a purpose, intent on my aimlessness, bragging a little about it, feeling a little virtuous about my apostasy. I read at random, an assorted hodgepodge of old and new, re-reading almost forgotten things like The Sun Also Rises as I tried to recapture whatever it was about it that had made me so sad thirty years before; or following a chance encounter with Henry Adams back into the time of Eleanor of Aquitaine and the Four Kings; then forward, without reason, to The Turn of The Screw, quarrelling amiably with Phyllis because she was as stubborn in her refusal to read James as I was to read her precious Walden.

Summer came. At the beach in a wonderful supermarket which I haunted daily in a futile attempt to assuage our prodigious sea-air-induced appetites, I searched the paperback rack, drawn inevitably by the smoking guns and the riders silhouetted against the setting suns. No, I thought to myself, and resolutely looked on with what I now believe was a kind of curious fatality. Discouraged, I was about to turn away when I glanced behind a what I call bosom book, and there, looking at me as much as to say, "I thought you'd never find me!" was Ray Bradbury's Dandelion Wine.

Autobiographical, I suppose, Dandelion Wine is an account of the twelfth summer of a boy as remarkable as any boy in literature I know, and as ordinary. This boy doesn't yet know the Fahrenheit temperature at which books burn, nor has he yet experienced in his imagination the lonely independence of the astral pilot, restlessly earthbound as he awaits his next journey through the black silence of space -- knowledge which charac-

*Miss Paylore is Assistant Librarian, University of Arizona. She has written for various national library periodicals and we are proud that she has written this for us.

terizes his literary father's best-known novels -- but he does know other things, more important things, more earth-shaking, simpler. He knows the winged feet of new tennis shoes and the unbearable sorrow of a companion's leaving and the suspense of time and the anguish of no more trolleys and the burden of knowing and above all the sense of Schweitzer's "wonder before life". Sometimes known to adults as a legacy of childhood, seldom are these things remembered with the intensity and meaning that they have for this boy. To me this was truly emotion recollected in Bradbury's tranquillity, resulting in a prose poetry as warming as the dandelion wine whose concoction symbolizes this unforgettable summer.

Well, I almost made it. But a month before the end of my foolish schedule, I defected. Stranded in the St. Paul-Minneapolis airport, homesick in that rainy green land where the spring burgeoning of plant life overwhelmed and oppressed me, I bought a copy of Oakley Hall's Warlock. The book was in my lap as I flew westward into the darkening day and I found it strangely hard to read. The style was awkward, confused, deliberately so, I thought crossly. But the landscape was real! Warlock of course is Tombstone, and the cast and the scenery were as familiar to me as the University of Arizona campus. Plodding doggedly on, chapter after chapter, I began gradually to see that this western was a strange amalgam of every western ever written, with something else thrown in. I had realized vaguely that the "psychological" western was a new trend, as apparent on television as on the newsstand, but this was my first experience with it.

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I can't say I recommend Warlock exactly. I find it a caricature in many ways: the over-peopled gaudy canvas without a character missing -- the good prostitute, the drunken judge, Apaches, rustlers, the banished medic, and the U. S. Army -- and the repititious elements of violence, bludgeoned tirelessly but tiringly into the reader's brain, not once as in the classic simplicity of The Virginian or High Noon but again and again -- outlaw against citizen, deputy against outlaw, gambler against friend, and finally marshal against deputy, until the scene is burned into the mind like the bullet that endlessly finds its proper mark.

But for all these faults, in Warlock for the first time in my experience there is exposed the painful probing to fill in the shades between the old-fashioned black and white. We see it in the journals of Goodpasture, the citizen, as he sits at his desk by lamplight each night, trying to bring to bear his unusual intellectual background on the troubled violence that is Warlock's. We see it in the tortured searching of Deputy Gannon into his own motivation as he tries to walk the knife-edge of truth. We see it most painfully, perhaps, in the Marshal, torn with a pain that is beyond bearing as he recognizes bitterly the role he is doomed to fill: the empty street, the unseen audience, the lean and tortured hero with his dark shadow cast long before him, the villain face to face, the moment of appraisal that lasts forever in a second of measured time, the reluctant lightning draw and the obscuring gunsmoke. It clears away finally and we look upon the ground to see who has fallen.

Why do we ever doubt? And yet -- and yet --.

To recognize the hold that these primitive protagonists have on our hearts and imagination is to concede that we, too, long on various levels of our subconscious to be cast in a role where we can act, not be paralyzed by the civilized behavior that modern society has imposed upon us.

What am I reading now? Why, all that southwestern Americana I missed during that wonderful year of purposelessness!

* * * * * * * * * * * * * * * * * *

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CHET HUNTLEY SAYS:

(Editor's Note: In a radio broadcast from Missoula we heard Mr. Huntley admonish people to read, read, read. So we asked him if he would write a couple of brief paragraphs, expanding his idea a little. Here then is a message from a Montanan to his fellow-Montanans)

The "reading habit" is essential to responsible citizenship in any modern, enlightened nation. To be sure, the great ideas of the twentieth century vie with each other in all the media of communication; but it is in print where those ideas clash in awesome combat.....where the contest goes far beyond skirmishing.

The library is a veritable truth factory. There on the shelves the great debate goes on. Darwin and Huxley carry on their conversations. Copernicus argues with Newton. Einstein and Fermi interject. Imagine the argument, the laughter, the shouts.....the incomparable discourse.....which goes on in a library at night, when the lights go out and the immortals of all the civilizations begin testing their convictions one against the other.

NATIONAL LIBRARY WEEK

APRIL 3-9, 1960

AMONG FRIENDS

Beverly Bemis

Help.
Encourage
Library
Progress

Since our last visit together in Livingston at Montana State Library Association, I have had the pleasant opportunity to meet a great many new Friends at the Home Demonstration Council. Bess McClelland invited me to attend and to take part in the program at their meeting in June. Many of the Home Demonstration clubs are enrolled with us as official Friends of the Library and are doing a fine job of encouraging the use of libraries in their communities. The results of Amy Wold's "Reading Poll" are certainly noteworthy and I was delighted to see that so many of the members are spending so much of their time reading.

I had a preview of Montana's Progress Report for 1959, prepared for the Library Services Branch in Washington, D.C. by Ruth Longworth. She tells me you will all soon receive a copy and I know that you, too, will be impressed. The news of two new federations - making a total of four in the state - is very good indeed. I am so pleased to have had a share in one of the first. We had a meeting of the Five Valleys Federation just last week and what a pleasure it was to see the interest and enthusiasm of all of the fine people who are working together in such friendly accord! When I look back upon our past two years and see how far we

have come, I am very proud to have had a part in this program.

All good Friends who are in the areas that are now starting a demonstration, truly have an opportunity for service. I know from our experience how much we need the help of the Friends - to publicize the program and to stimulate interest in the use of all of the exciting new books that will soon be available. In the areas where there are plans for future federations, our work is cut out for us, too. Better library service through cooperation can surely come about through our efforts.

Ruth brought home a quote from the trustee's meeting that preceded the American Library Association Conference in Washington. One of the trustees said "What we need is a militant cohesive force of people who are pro!" I believe this is exactly what we need and I know that everyone of you, Friends of Libraries and librarians, who are dedicated to the concept that books and reading are a vital necessity of life, will agree with me.

The pleasantest part of my job is reporting activities of the Friends in the state. The B.P.W. in Butte provided a scholarship for a summer quarter in Library Service for one of their members. Friends in many places could follow this example with profit. The shortage of trained librarians is acute, but we do have two undergraduate programs in both the Montana State University and Montana State College in the state and graduate programs in both the University of Denver and the University of Washinton.

Soon I will be sending letters out, inviting individuals to join and asking clubs to have representation in the Montana State Library Association. We have had surprisingly good results from these invitations. Where we have the best response is where a Friend invites a friend. We can be that large cohesive group that is "pro" if you will help!

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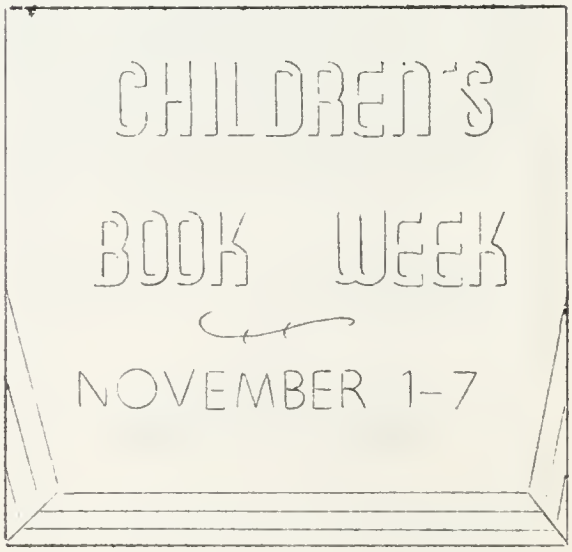

MASL notes

Letitia Johnson

Greetings to you!

Let's get acquainted.

Your officers are Frances Wells, Vice-Chairman and Chairman-elect; Sylvia Lillehaugen, Secretary; Jane Carey, Treasurer. Past chairman Bill Pate and MSLA representative Inez Herrig are on the Executive Board of our Division.

Acquaint yourself with the recently published Northwest Accrediting Standards. Your administrator has a copy; you can read the library section in two minutes. Elementary school standards are available from our State Department of Public Instruction now and the high school standards are expected soon.

The American Library Association Standards for School Libraries will be published early in 1960. They will serve as worthy goals in this state that has such a potential for development.

Your Division of MSLA has applied to ALA to become one of the six "pilot" states for the implementation of the new standards. The aims of the pilot program are to acquaint school personnel, especially librarians and administrators, with the standards and to promote an improved library program and services for the school children in the state.

Acquaint your administrators with your work by making periodical reports; phrase your report to be an effective tod in a busy man's hands when he is interpreting your program to the school board, the Rotary (e.g.), or the P.T.A. Each report can also point out some area of possibility for improvement.

Get acquainted with other teacher-librarians by attending your sectional meeting and the library breakfast or luncheon at MEA conventions. You don't have to have an organization (or pay any dues) to get together with other school librarians in your area for a luncheon--or a supper--after a Saturday at some shopping center. If you haven't heard from Jane Carey, Glendive Senior High School, Frances Wells, Helena Senior High School, or Sylvia Lillehaugen, Missoula County High School, Higgins Ave. Bldg.; write the one closest to you for suggestions on school-librarian morale boosters.

Go with some of your library assistants or library club members to regional or state meetings of the Montana Student Librarians--it sparks interest and builds loyalties.

Make this the year you join other school librarians in their Division at the annual meeting of the Montana State Library Association in centrally located Great Falls the first week-end in May.

It's going to be fun; you come too!

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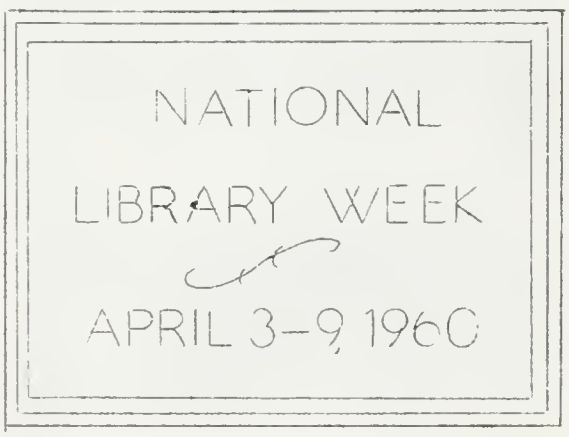

OUR ADVERTISERS

(Editor's Note: This continues our series of articles about our friends, who advertise in the Quarterly. The Editor is indebted to Mr. W. F. Hogan, Advertising Manager of Gaylord Bros. Inc. for the material from which this was written)

II. Gaylord Bros. Inc.

To all librarians the name "Gaylord Bros." is a synonym for dependable service and quality in library supplies and equipment. Here in Montana we think of their establishment in Stockton, California, since that is the distribution point for us. Actually the Company was founded in Syracuse, N.Y. and there the main office still is.

In 1896 Willis E. and Henry Jay Gaylord set up the Company to sell their own product "Transparent Adhesive Parchment Paper" for mending torn pages. They also sold gummed cloth for book repair. From the beginning their interest was in serving librarians and their products have been evolved from library needs.

In 1906 Gaylord Bros. introduced the first patented pamphlet binder, and an early picture in the Gaylord archives shows the father of the two founders cutting binder board in the Syracuse workroom. In 1909 they introduced the double stitched binder and in 1912 the "folded and sealed" book pocket as we know it. Before that time book pockets came flat and the librarians had to fold them and seal them with paste or mucilage. This one product has saved millions of hours of library staff time.

In 1926 the western branch at Stockton was opened to serve the growing libraries on the west coast and in the Rocky Mountains, and it has expanded steadily. In line with the Company's slogan of "Service, Quality, New Ideas" there has been steady growth and expansion in both the Syracuse and Stockton plants, with new products being added constantly. In both places building additions became necessary and were erected in 1956. Pictures reproduced in Gaylords' Triangle for September 1956 show the contrast between the old roll-

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top desks, high ceilings and dim light of the 1911 era and the modern office of today, light, airy and uncluttered.

In 1930 Gaylord Bros. introduced the Electric Book Charging Machine, which is now in use in so many libraries. It too has been a notable time saver for busy librarians, besides introducing a mechanical accuracy impossible of attainment by purely human means.

The Company has representatives who keep in touch with libraries in 39 states. Their employes number in the hundreds, and many of them have service records of 25 years and more.

The Triangle, so familiar to librarians, was started in 1921, to carry to customers word of new products, and from irregular publication, it has progressed to a monthly, except for July and August. Its name was taken from the basic principles of the Company, Superior Quality, Prompt Service, Original Ideas, which, combined in a symbol, formed a triangle. Today over 18,000 copies of Gaylords' Triangle are published and distributed, not only in this country, but throughout the world.

The increasing appreciation and use of libraries, due basically to the constant and dedicated work of librarians over the years, and now dramatized by such things as the Library Services Act, and National Library Week, will have its effect on Gaylord Bros. too, in increased business for time-tested materials and in demands for new products in this electronic age.

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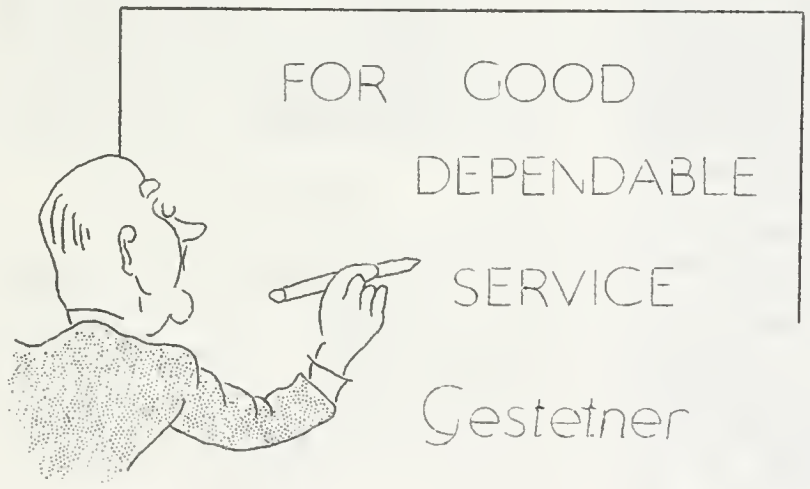

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NEWS FROM PNLA

Alice M. Ridenour

The Golden Jubilee Conference of the Pacific Northwest Library Association is now past history, and for those in attendance it was a very stimulating and worthwhile meeting. Over 425 librarians and friends registered for the three day meeting, September 2-4, on the University of Washington campus in Seattle. Montana had at least eleven members in attendance this year.

The majority of the general sessions were devoted to addresses dealing with either PNLA's history and past achievements or its future plans. The emphasis was on sentiment, not sentimentality. Among the outstanding speakers were the following ones from outside the region. Lester Asheim, Dean of Graduate Library School, University of Chicago; Milton Abrams, Utah State University Library; John Kaiser, Retired Director of Newark, New Jersey, Library; Mrs. Gretchen K. Schenk, Library Consultant, ALA and David Clift, ALA. At a luncheon on Thursday five charter members of PNLA were honored and a list of the living charter members was given in the program. Among them was Mrs. Blaine Hallock of Billings who was on the Portland library staff in 1909.

The banquet on Friday evening at the Olympic Hotel was a gala affair. Margaret Clay, Chairman, B.C. Public Library Commission, proved to be, as usual, a delightful toastmistress and the Rt. Rev. Stephen F. Bayne, Bishop of Olympia, gave a very worthwhile and enjoyable talk on the value of the book in our present civilization. Also the boat trip through the locks into the Sound on Thursday afternoon was thoroughly enjoyed by all even though the weather did not completely cooperate with the Local Arrangements Committee.

This was the year for the divisions according to type of work to meet, so the Reference Division, Catalog Division, Circulation Division, Library Education Division and Division of Work with Children and Young People held separate business and program meetings. At the Author's Breakfast it was announced that Fred Gipson had won the Young Readers' Choice Award this year for his book "Old Yeller". Unfortunately Mr. Gipson could not attend, but his long letter of acceptance was read and it proved to be one of the high lights of the conference.

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The Executive Board accepted the invitation from the Idaho State Library Association to meet in Sun Valley next year. The date has not been set yet, but it will probably be the week-end after Labor Day. Begin making your plans now to attend this next conference as it will be relatively close for most of us. According to the schedule for the conferences drawn up at the board meeting Montana should hold the 1964 meeting. It may be a little early to begin making plans, but it is something for us to keep in mind. Also at the board meeting the Treasurer gave out the welcome news that we seem to have broken the trend and this year our income should exceed our expenses. Approximately one thousand dollars was saved on the Quarterly last year. Also we have a gain in membership of 120 people which added considerably to our total income for the year.

The new officers of the Association are as follows: President, Irving Lieberman; First Vice-President, Arthur L. DeVolder; Second Vice-President, Alta M. Grim; Treasurer, Rodney Waldron; Past President, Ronald Ley.

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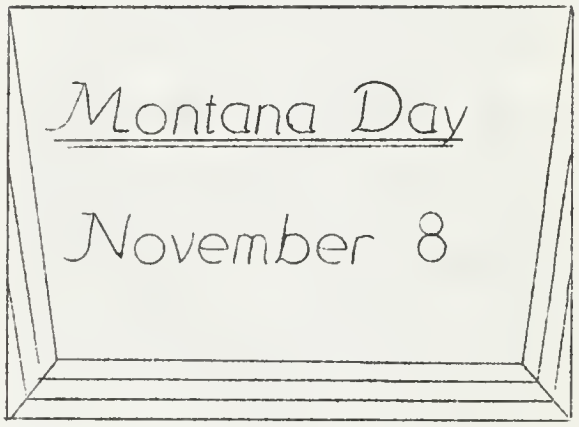

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1959 TRUSTEE INSTITUTE

Mrs. Hugh F. McNamer

Report of the 1959 Trustee Institute of the American Association of Library Trustees
Washington, D.C., June 20-22nd

In June of this year I was asked by Mrs. Robert Warden, state membership chairman for the American Association of Library Trustees, to attend the AALT Trustee Institute in Washington, D.C., as her alternate. Officers of the MSLA were very anxious that the trustees in our state be represented at the Institute, and so I accepted their invitation to attend in Mrs. Warden's place.

The Institute was sponsored by the American Library Association and was held on the two days preceding the official opening of the ALA's National Convention in Washington, D.C., on June 22nd. Most of its sessions were held in the beautiful Shoreham Hotel. On June 22nd, however, the National Assembly of Library Trustees which includes all state chairmen of the AALT and is the policy-making body of that organization held meetings on Capitol Hill in the old Senate Rules Committee Room and the old Supreme Court Chambers. I was permitted to attend these meetings as an official observor, in our state chairman's absence.

At the end of these three days of meetings with other trustees from all over the United States, I fully appreciated the importance of membership in the AALT for Montana trustees. This national organization works the year around to keep trustees everywhere informed and interested participants in the work to provide better library service, locally and on a nationwide scale. Its annual Institute allows library board members from the four corners of the map to meet and discuss mutual problems.

There were 208 trustees registered for the Institute with the majority of these from eastern seaboard and southern states. However, such far western states as Washington, Oregon, Idaho and Arizona, as well as Montana, were represented. From 75 to 100 librarians also attended the meetings. Their presence was very helpful when discussing policy questions that directly concerned the librarian.

The keynote address of the conference was delivered by Mr. David H. Clift, Executive Director of the ALA, on Saturday morning, June 20th, in the main ballroom of the Shoreham Hotel. The theme of his address was "The Library--A Tool to Build a Better America," and in it he stressed the important role the public library must assume today providing adult education opportunities in a rapidly changing America.

At two o'clock that afternoon all participants in the Institute were asked to take part in round table discussions. These discussions covered a wide variety of topics and were listed as follows: A Trustee's Responsibility for - 1. Personnel policies, 2. Policies on use of buildings, 3. Material selection policies, 4. Public relations policies, 5. Extension of services, 6. Securing financial support and 7. Relations with governmental bodies. Discussion tables were numbered according to topic, and we were asked to sit at any one that interested us.

I took part in a discussion on extension of services with people

from Brookline, Massachusetts, Portland, Oregon, Hartford, Connecticut, Mobile, Alabama and Tucson, Arizona. All of our problems were fundamentally the same,although the size of our libraries varied greatly. One decision arrived at by this group arose out of the question: Who is responsible for deciding if service should be extended (via bookmobiles, branches, book loans, etc.)-- the librarian, the board or an outside agency? On the basis of our shared past experiences, we concluded that the advisory services of an outside agency, such as the State Library, should be requested by the board or librarian in making such decisions.

On Saturday evening all the trustees reconvened at a banquet in the Palladian Room of the Shoreham Hotel. Mr. Jack Dalton, Director of the ALA International Relations Office, extended the theme of the Institute that night in his speech, "The Library - A Tool to Build A Better World." In it he told of his world travels as a representative of the ALA and of American attempts to provide more opportunities for good reading for the peoples in many underdeveloped areas of the world. The great problem, he lamented, in establishing "book banks" in such places was, of course, their great need for basic educational facilities.

At ten o'clock on Sunday morning we were again asked to take part in group discussions under the general heading "Problems of the American Public Library." Again, there were sub-headings for us to choose from. These were:

1. The need for development of a public relations program to secure public recognition of libraries as educational institutions.
2. The need for more, larger and more productive state trustee organizations.
3. The need for understanding of the differing roles of librarians and trustees.
4. The need for a measurement of library usefulness other than circulation figures.
5. The need for increased ability on the part of trustees in securing adequate financing from local appropriating bodies.

With five other people, I discussed the need for improved state trustee organizations. The joint statement arrived at by our group was as follows: "More incentives should be provided by state library associations to encourage trustee participation in strong state trustee associations. One such incentive could be an award, presented annually, to the most effective board in the state - boards to be nominated by their librarians."

Later that morning an address by the outgoing president of the AALT, Mrs. Merlin M. Moore, brought special emphasis to bear on this problem we'd been discussing. Mrs. Moore observed that state trustee organizations could be strengthened by individual memberships in the AALT. Membership in the national group can, and often does, precede a strong state organization, she said, because the AALT offers invaluable suggestions and help to individual trustees planning to organize on a statewide level. Her argument for strong state trustee associations was based on her conviction that certain projects for improving library service can only be handled by such effectively large groups. These include attempts to obtain or increase state aid to libraries through political measures, as well as attempts to influence government officials to raise their standards in making trustee appointments. Mrs. Moore believes that "no trustee is an island," and that trustees everywhere can operate more effectively

by joining with state and national organizations to achievetheir ends.

A reception on Sunday evening gave us all a chance to meet the new AALT president, Mrs. Raymond Young. Mrs. Young, a member of the Missouri State Library Commission, is a charming person with every qualification to carry on the spirited leadership of her predecessor, Mrs. Moore.

It was a real, and unearned, honor for me to represent the state of Montana at the meetings of the AALT on Monday. As mentioned previously, this assembly is the policy-making body of the national organization and membership is, generally, restricted to chairmen of the state trustee organizations. Because our state chairman, Mrs. Robert Warden, was unable to attend, I was permitted, as her alternate, to sit with the Assembly as an official observer. In this role I witnessed the workings of the AALT at its highest level. One of the things that impressed me most was a very complete and knowledgeable report on the future prospects of the Library Services Act by Miss Germaine Krettek, Director of the ALA Washington Office. Miss Krettek exhorted all members of the AALT to make themselves heard by their representatives in Congress in urging the full appropriationallowed under the Act.

I won't attempt to recreate all the animated and productive discussions by trustees from all over the country that motivatedthis meeting. Instead, I'll distill it, for brevity's sake, into some of the more important motions that were passed that day. First, a resolution was adopted which approved continuation of the Library Services Act and the principle of federal aid to libraries. A motion was also passed to recommend to the executive board of the AALT that a committee be appointed to work on National Library Week. A motion to instruct delegates to the National Assembly to act as a liaison between their state libraries and trustee associations in their states was then passed. Finally, a recommendation was passed on to the AALT executive board that a trustee institute should be held at Montreal in 1960 for a two-day period.

In concluding, let me urge all trustees genuinely interested in improving library service in Montana to join the AALT at some early date by writing to Mrs. Robert Warden, 208 Third Ave. No., Great Falls, Montana, and to seriously consider attending the Montreal Institute next year. You will join hundreds of people there from cities and hamlets all over the country who are dedicated to the same task that you are. With them you will discuss mutual problems in library administration and development and you will, thereby, arrive at some gratifying solutions to your own. Your imaginations will be sparked by creative action taken by library boards elsewhere to increase circulation, extend services, provide adult education programs, etc.

Why not plan your annual vacation to the beautiful province of Quebec, and, while there, spend a profitable two days with the AALT at the 1960 Trustee Institute? Such a break would enhance the interest of a vacation trip, and you would be doing a true service to your native state--Montana.

GOOD NEWS! I have just heard from Ruth Longworth, Executive Secretary of the State Library Extension Commission. She tells me we are all to be invited to a Montana Trustee's Conference next May in Great Falls. I shall look forward to meeting you there!

* * * * * * * * * * * * * * * * * *

Only A Library

(Editor's Note: This verse was published in the New York Times Magazine for March 16, 1947, and is reproduced here by kind permission of the New York Times. At the time the New York Public Library was experiencing difficulty in getting the necessary support to continue its services. We think there are times in the life of every librarian when this poem expresses her feelings. Hence our decision to reprint it.)

Only a library limping along,
Needy, seedy, not very strong.
Only a library, books and such,
Asking a pittance. Who cares much?
Workers leaving as things grow tougher?
Only a library. Let it suffer.
Feed its pigeons, they're so cute,
But leave the library destitute.

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MONTANA STATE LIBRARY EXTENSION COMMISSION, Progress Report, July 1 1959

The Library Services Act in Montana

Mrs. Ruth O. Longworth

Montana now has two new federations of libraries, making a total of four in the state. The Sagebrush Federation in Eastern Montana is newly organized and a two-county regional library with the Great Falls Public Library as the Center is ready for operation.

The Sagebrush Federation includes five counties: Garfield, Carter, Fallon, Powder River and Custer. Miles City will be the Center and Mrs. Clare Smith, Librarian of the Carnegie City Library, is the Coordinator. This federation will be patterned after the two now in existence in Montana and will share in the services of a bookmobile, centralized processing, and an in-service training program for all of the participating librarians.

The Great Falls Public Library now has a contract for service with the long established Cascade County Library, also located in Great Falls. Pondera County and the Conrad Public Library will continue to receive service from Great Falls, as they have this past year. The adjoining county of Teton has expressed interest in becoming a part of the system, so the present region may soon include three counties. All of this has been accomplished with local funds. A bookmobile will be purchased during fiscal '60 by the state with federal money but all costs of operation, personnel and books will be supplied by local budgets. The program will be under the fine supervision of Alma Jacobs, Librarian of the Great Falls Public Library.

The Northwest Federation of Libraries with Inez Herrig as coordinator, will assume the costs of bookmobile operation. Centralized processing of books will continue, paid this next year with money saved from last year's allotment to that area. Plans are to assume full costs on a local basis as of July 1, 1960.

Five Valleys Federation will continue centralized book purchase and processing on a self-supporting basis. It is not certain at this time that bookmobile service will be supported by local funds, but the hope is that if this must be curtailed for the present, service can surely be resumed at an early future date. The librarians and the Boards of Trustees of the participating libraries, the bookmobile patrons and all good Friends are working hard to assure a future of fine cooperative library service.

Counties throughout the state are looking into the possibility of extended service to the rural areas. Richland County is circulating petitions asking for county support, so that the area will be ready for the next demonstration in Eastern Montana with Glendive as the center. Fergus County will follow this procedure at an early date as a first step toward a federation with the center at Lewistown. Park County residents are also busy, investigating ways and means to achieve rural service there and are looking into the possibilities of a future federation with adjoining counties.

A total of 149,926 people in thirteen counties with some library service prior to the beginning of the State Plan, now receive improved or extended service.

1959 was a legislative year for Montana. Countless library friends throughout the state made every effort to secure legislative ap-

proval of the requested budget for the State Agency - heart-warming evidence of interest and concern for good library service. Although the Commission did not receive its full request, the fact that the budget was increased from $62,346.00 to $78,544.00 for the biennium is a fine testimony to the support of the many good friends.

State-wide services from Headquarters have been extended and increased.

The Commission staff has traveled 30,734 miles within the state, making 118 visits to public libraries. 27 of these included conferences with the library Boards and on 46 occasions, meetings with friends and citizens groups. Over and above these visits, the Secretary had 20 meetings with Boards of County Commissioners to discuss the possibility of local support for county-wide library service where the programs initiated under LSA are to become self-supporting, and to secure approval for the new federation in Eastern Montana.

With the exception of 6 visits during National Library Week, all of the library visits were spent giving on-the-job help with library problems. Ten large weeding jobs were undertaken, five catalogs were completed and filed. Better public relations programs have been instituted and library routines simplified.

Three general workshops were held, one on public relations, another on Story Telling and one with the Agricultural Extension Service personnel and librarians, to explore ways and means of cooperative effort between the two services. The coordinators had a meeting in Livingston in May and a large meeting was held in Miles City with all members of Sagebrush Federation last November.

Montana Libraries. The quarterly publication of the State Agency has increased circulation to 1600; a regular monthly news letter has been sent to all public libraries and another to the school librarians of the state; 10,000 copies of a brochure "Your State Library Serves You" have been printed and given wide distribution; releases too numerous to tabulate: for National Library Week, to Friends, librarians, and trustees, information leaflets and letters on a variety of subjects have been sent out regularly throughout the year. Articles have appeared in many magazines and periodicals: Montana Parent Teacher, Montana Woman, Montana Education, Farmer-Stockman, Montana Trustee, The Wilson Library Bulletin and others.

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"Montana Books," books about Montana of general interest for school and public libraries: a selected list.

Reading list for "The Montana Institute of the Arts."

Checklist of books by Montanans or about Montana, 1958 (reissue)

"Recommended reading for PTA" (reissue)

In preparation is a reprinting of Montana Library Laws, a Directory of Montana Librarians, two Montana lists, one for children of the elementary grades and one for Junior High reading level, and a Manual for Small Public Libraries.

9,544 books have been centrally processed at Headquarters this past year. This service has been provided for all the member libraries of the Five Valleys Federation and the total figure includes all books processed for these libraries as well as the State Agency collection. 25,867 books were circulated from Headquarters to libraries, schools and individuals. This figure is 3,423 lower than last year and on analysis of statistics shows that the decrease is in service to individuals. Patrons earlier dependent entirely on direct service from the Commission have received books through the bookmobiles or through the newly established county-wide services. Usually a lower circulation figure is cause for concern but in this instance it is evidence of an improved situation, with services strengthened in many local areas.

A total of 45 talks were given by members of the staff at public meetings last year. 29 book exhibits were sent out and 31 library programs were provided with the loan of films on library service, sent out from Commission Headquarters.

Reports from the Public Library Film Cooperative at Great Falls are very good indeed. Since September '58 when the service began, 186 films have been circulated. A total of 61 films comprise the collection and recently a revised manual listing the holdings was sent to all of the libraries in the state. $2000.00 of federal funds were provided this past year for the purchase of films and to pay costs of additional equipment and operation. The service is at present free to all public libraries, but later will operate on a subscription basis.

Photocopy service of magazine articles in the Missoula Public Library has continued. As of July 1st, a charge of 15¢ an article will be required for this service, which previously has been free.

Public Library cooperation with school libraries is improved and strengthened through the studies made by the State School Library Committee, appointed by Miss Harriet Miller, State Superintendent of Public Instruction, in September, 1958. Public and school librarians, administrators, staff members of the University system and members of the staff of the State Department of Public Instruction are represented on the Committee.

Out of state trips were made to Washington, D.C. for the Assembly of State Librarians in November and again in June for the American Library Association; to Phoenix, Arizona for the Western States Library Extension Conference; to Victoria, B.C. for the Pacific Northwest Library Association and to Seattle, Washington for the

Pacific Northwest Bibliographic Center Board of Managers meeting.

In the Northwest Federation of Libraries, two counties with four libraries have joined together in a plan of cooperation: The Carnegie Public Library and the Flathead County Library in Kalispell; the Whitefish Public Library, all three in Flathead County and the Lincoln County Library at Libby. Mrs. Robert Herrig is coordinator and Libby is the center for the Federation.

Circulation records for the two counties with a population of 40,188 total 425,668,an increase of 47,311 over the previous year. Cooperative ordering, processing and cataloging has been done to 4,375 books, bringing the total to 14,380 since the federation was first organized. Cataloging processes have been simplified. Filing time is saved by retyping the carbons for use on the spirit duplicator when necessary. Full cataloging information is available in the union catalog which is now of sizeable proportions.

Bookmobile statistics for this Federation are impressive:

Book service and loans.....30,398
Miles traveled.....6,121
Number of bookmobile stops.....309
Number of communities visited....60

Since Inez Herrig and Mildred Grawe drive the bookmobile, each in her own county, cost of operation is kept to a minimum. Inez says, "Patrons are very enthusiastic and appreciative of the service. One adult borrower who lives far up in the northern end of the county said, 'The bookmobile is one of the finest things that have ever happened around here! Libraries are alright in the city but we just couldn't get to them.'" She tells of the forest ranger's wife who requested "Never Marry a Ranger," of the gratifyingly good quality of the special requests, both juvenile and adult.

"Mildred and I find our contacts with our bookmobile patrons a heart-warming experience. They bestow many acts of courtesies upon us - invite us to lunch, tell us their family and community news to date and share with us some of their heartaches and some of their special happiness. One lady, an elderly patron,who came with others just to see the bookmobile, soon was taking an armload just like the rest. She is moving to town where we have a regular branch but she insists that we come there to see her and if possible,stay overnight.

As these two librarians take to the road with the bookmobile, they are bringing warm and friendly service to the people far from the central library; making good new friends and best of all, bringing books and people together.

Jeane Sturdivant, Librarian of Carnegie City Library, has an excellent report to make on the use of the basement room remodeled into a bright and attractive Activities Room. The room is in constant use: for a Great Books Discussion Group, Childrens' Story Hour, classes from school who come as a group to become acquainted with the library, town groups, Girl Scouts and for regular meetings of the Library Board.

Mable Engelter, Librarian of the Whitefish Library, reports an increase in circulation from 17,629 last year to 29,648 for fiscal '59. She gives whole-hearted endorsement to the centralized processing service and says that she can do a far more effective job as librarian, giving advice and assistance to her

patrons, now that she is relieved of the many clerical details.

Regular book selection meetings are held by these four librarians and all of them find them exceedingly valuable.

The Five Valleys Federation of Libraries with Missoula as the center and with Evelyn Swant as coordinator, includes seven counties: Granite, Lake, Mineral, Missoula, Powell, Ravalli and Sanders, a total of 80,567 people in an area of 14,601 square miles. Missoula, with 22,485 residents, is the only city with a population of over 10,000 in the area.

The seven libraries and the thirteen branches that comprise the federation offer substantial evidence of the value of cooperation. Circulation records show an increase of approximately 18% over the preceding year. All of the libraries were provided with necessary equipment and furniture in the first two years of the demonstration. This year has been spent in helping them in many ways to improve library services. All are now completely cataloged, well supplied with necessary reference books and are building up good,well chosen book collections, all centrally processed at SLEC Headquarters.

A year-round public relations program is in effect in each library, but all-out effort went into the observance of National Library Week in Five Valleys. Teas, Open House, Television programs, Story Hours, displays and art exhibits were tremendously successful in every county.

The bookmobile gave regular service to 39 communities, traveled 23,704 miles and loaned 28,518 books during the past year,making a total of 54,958 books circulated since June, 1957, when the service was started.

Each time the bookmobile driver comes in from a trip, he brings warm messages of appreciation from the many grateful borrowers and friends inthe isolated communities. Recent visits have been sad and distressing for he has had to tell his friends that service may be discontinued. "Some of the old folks want to know if they could help pay something," he said. "These are the ones that are going to suffer. And the little children that never get to a library." He is a sensitive young man and shares the feeling of loss that those patrons will experience, should they lose the bookmobile. The aged and the very young are the minority amongst his borrowers, but he knows that the problem of transportation to a library is beyond their resources.

The fact that the bookmobile patrons are so widely scattered and that the communities are sparsely populated has lessened the effectiveness of their appeal to the County Commissioners. They need far more help than it has been possible to give, to point the way to securing tax support for a much desired service. The door has not been closed to future service by any means, but because of protests against any tax increase by a small and vocal minority, some of the Boards of Commissioners would welcome an election next year on the question of county library support.

The State Agency takes pleasure in presenting the above report. Progress in Montana these past three years under the Library Services Act is gratifying to all those who are participating in the program and a good future is assured.

The States will receive appropriations based on $7,500,000 this year. Montana's share will be $72,427.

NEWS AND NOTES

The first training session for community librarians in the newly organized library system with headquarters at the Great Falls Public Library was held on Friday, August 14 from 9 AM to 4 PM at the Library. Under contracts recently signed with the commissioners of Cascade and Pondera Counties, the Great Falls Public Library will extend library service to the two county area.

Plans for the library service include the operation of a bookmobile, owned by the Montana State Library Extension Commission for use in the area as long as the service is offered. The bookmobile is on order and schedules of stops in the two counties will be published as soon as the unit is delivered. The schedule of stops will include some communities in Cascade and Pondera Counties where there is at present no library.

Today's training session included orientation in the mechanics of the new system, instruction in circulation and registration procedures; explanation of the Dewey Decimal classification scheme; and an introduction to the use of reference materials.

Participating libraries at today's meeting were Belt Public Library; Cascade Public Library, Conrad Public Library and Valier Public Library.

Present at today's session were three library board members from Valier: Mrs. Lyle Marsh, Mrs. A.C. Geiger and Mrs. O. F. Lohse. Librarians present were: Mrs. Frank Lovchik, librarian, Conrad Public Library; Mrs. Violet McGee, librarian, Belt Public Library and Mrs. Charles Reissing, librarian, Cascade Public Library.

Mrs. Alma S. Jacobs, librarian, Great Falls Public Library and Mrs. Amy Patterson, head of extension services, Great Falls Public Library, conducted the session with the assistance of other members of the library staff.

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The Silver Spur award of the Western Writers of America has been given to Marian T. Place of Glendive, for juvenile western fiction. The winning book was Steamboat up the Missouri which Mrs. Place wrote under the pseudonym Dale White. It is good to know that her excellent book has received this outstanding recognition. We are proud on two other scores also - that she is a fellow-Montanan and a fellow-librarian.

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The position of Assistant Secretary of the Commission, left vacant upon the resignation of Rita McDonald, has been filled by Mrs.

Ruby McLeod, formerly Consultant for the Nevada State Library. Mrs. McLeod is a graduate of Washington University in St. Louis, Missouri and the St. Louis Library School. She has had valuable experience in both the St. Louis and the Los Angeles public libraries before moving to Nevada. As Consultant for the Nevada State Library, she has made an outstanding contribution to the state's program under the Library Services Act. She arrived in time to accompany Miss Luce and Mrs. Longworth on their tour of the State.

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Miss Helen Luce, Library Extension Specialist of the Library Services Branch, visited Montana in September. She toured the state with Ruth Longworth, starting with meetings in Whitefish and Kalispell with the librarians and the Board of the Northwest Montana Federation of Libraries. On Wednesday evening, September 9, she visited the Great Falls Public Library and met with the Board and with members of the new regional library system. On the way to Miles City to meet with the newly established Sagebrush Federation, Miss Luce visited several libraries. She left on Sunday, September 13th.

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Margie Ann Camm is back in Montana as librarian for the Air Base library at Glasgow.

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Sagebrush Federation

Custer, Garfield, Carter, Fallon and Powder River counties have joined in the Sagebrush Federation of Libraries with Miles City as the center and Mrs. Clare Smith as coordinator. Your editor had a visit with Clare recently and found everything humming with plans and activity. The area covered by this Federation is one of the most sparsely settled in the State and this poses quite a problem. But with two such go-getters as Clare and Ruth sparking the development, and with the evident enthusiasm and support of the people, there is no doubt as to its success. The organization meeting was held July 18th and a workshop was held Sept. 12th.

In talking with me, Clare expressed her delight with the pre-cataloged books for this will enable her to spend more time with patrons in what is truly library work. As the other federations have found, housekeeping jobs like ordering and cataloging can be centralized with great benefit to all.

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Glasgow City-County Library's story hour is attracting a large group of children. It is held Saturday morning and as many as 90 children have come to hear Helen Ewing show them the path to "Once upon a Time".

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Yale University has published a new edition of Joseph Kinsey Howard's "Montana: High, Wide and Handsome." The illustrator is Peter Hurd, nationally known New Mexican artist. A. B. Guthrie has written the introduction.

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Ruth Longworth has scheduled eight library workshops and institutes during October. She urges as many as can to attend the workshop nearest to them, and to let the librarian know in advance. The schedule is as follows:

Anaconda.....October 3
Great Falls.....October 6
Chinook.....October 10
Billings (Mrs. Myrtle Cooper in charge).....October 13
Bozeman.....October 16
Miles City.....October 19
Glendive.....October 21
Glasgow.....October 24

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On November 16 in Lewistown, teachers and librarians will participate in an all day institute. School and public librarians and the staff of the Commission will be involved.

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Montana State College is to have a substantial addition to its library building within the next two years.

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"REMEMBER THESE DATES"

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Children's Book Week, Nov. 1–7

National Library Week, April 3–9, '60

January 1960
Volume 5
No. 2

MONTANA

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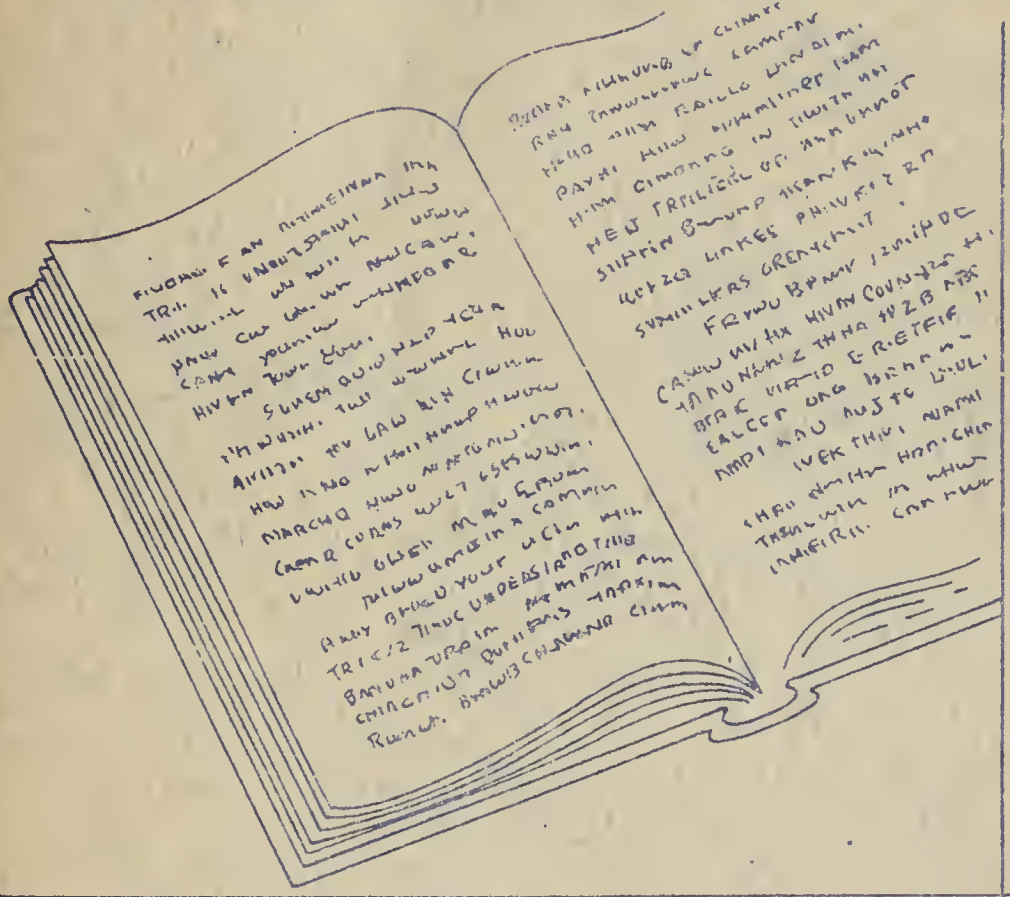

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The Montana Library Quarterly is indexed in Library Literature and in Contents in Advance.

PRESIDENT'S FOREWORD

The National Library Week Committee for 1960 is complete with Mr. Thomas E. Jermin, Great Falls, State Chairman, and Mrs. Frances Dufraine, Great Falls, Executive Chairman. The committee represents a cross section of interests in Montana, and is off to a good start under competent leadership.

Of course, librarians all over the State are making plans for another successful celebration of the week here in Montana. It is best to get plans formulated early, and to give your local committees plenty of time to work out ideas.

When the State Committee writes to you, please be sure you answer promptly. It will improve relations between librarians and friends of libraries if these lay people realize that librarians themselves are so interested in a "better-read, better-informed community" that they are willing to work extra hard to make National Library Week a success.

It is no easier to find time tomorrow to answer a letter than it was yesterday, so you might as well do it today.

If National Library Week succeeds in making even a few more people aware of the great value of the book in our democracy, it will have been well worth our while. Remember it is this awareness of the value of books and libraries to our communities that will make local governing bodies provide adequate support.

Alma S. Jacobs

NATIONAL LIBRARY WEEK - APRIL 3 - 9, 1960

4-HERS REACH OUT WITH READING

Geraldine G. Fenn
Assoc. State 4-H Club Leader
Montana State College

Head, Heart, Hand and Health cannot be fully developed by the boys and girls in 4-H clubs without the generous use of books, magazines, newspapers, bulletins and reference materials. The printed word is indispensable - for project work, for personal development, for leisure time enjoyment, for effective citizenship.

You ask, "What have you done in Montana?" "What progress have you made?" Some of our efforts may seem spotty and scattered, but the examples I will describe show the many paths open to us. We just need to do more of what we have done and to get more Extension workers, librarians,4-H leaders, members and families to believe in and to carry out reading activities with zeal.

Exposure

Everywhere 4-Hers look there should be reading materials, I stoutly believe. Whenever they gather for conventions, camps, meetings of all kinds, there should be books, magazines, newspapers and pamphlets to tempt and interest them.

For twelve years we've had a Book Look Lounge at our Montana 4-H Congress. It's something the over 700 teenagers,4-H leaders and Extension agents have come to expect.

In 1959 we had our most elaborate set-up. The whole alcove section of the Student Union dining room was turned into a huge living room with davenports, chairs, lamps and tables. Here we had over 65 different magazines and newspapers; many books relating to the theme "Learn, Live, Serve"; the Montana author collection; appropriate floral displays; quiet games of an international nature; paintings by a hobbyist; and murals on the three windows of the alcove.

The newest feature was a "Meet the Author" period each afternoon when delegates could visit informally with a Montana author. Throughout the years, Doris Wilson of the Montana State College Library has worked steadfastly with us on this project.

Books at Camps

Some have laughed at the idea of books at camp when young people have the out-of-doors to explore. But because we need to provide for a wide variety of interests and to help some young people discover the pure fun of reading,I believe there should be books and other reading materials at camps.

Our State 4-H Conservation Camps have featured reading corners with attractive displays made with apple boxes, rocks and weathered wood. Local librarians closest to the camp sites have helped supply the collections. It is fun to see a boy or girl sit under a tree enjoying a book. And pure joy to observe the entomology workshop group discover how the books at hand could help them. New interests were fanned by the thumb-nail sketches of books, given at mealtime or assemblies.

Marjorie Moores of the Hill County Rural Free Library used imagination when she took a tape recorder to the county 4-H camp. The 4-Hers had a chance to tell about books they'd read and liked. Marjorie used these recordings on her weekly radio broadcasts.

What to Read?

We've tried several ways to create interest in reading through lists. For a time we had a "Windows on the

World" page in our monthly Montana 4-H Newsletter. Also, we cooperated in the preparation of quarterly reading lists which were distributed throughout the state. Our 4-H Conservation Camp notebooks have contained annotated lists of the books in the reading corner. Our latest venture is a list of suggested reading going to communities where a delegate on the International Farm Youth Exchange reports experiences while living in another country.

These reading lists have inspired some 4-H clubs to put up window displays of books during National 4-H Club Week.

Books for Training Meetings

The Extension Service constantly holds training meetings for local leaders and professional personnel. Books, magazines and pamphlets are a common part of the setting when I think and plan for these meetings.

At District 4-H Leaders Conferences we have one or more displays of reading materials - some we lug along with us, others are provided by the local librarians.

For several years special reading displays have been a part of our State 4-H Leaders School. Frequently there are similar arrangements at local training meetings for leaders in the counties.

At the moment I'm planning some training meetings for County Extension workers. Reading materials will be provided to stimulate interest and reinforce the teaching which is carried out.

I'm always taking along some book to offer for "sale." Currently I have the paper-back edition of "A Parents" Guide to Children's Reading".

Know Librarians

As I travel about Montana, I try to visit librarians; get to know them; find out their interests; what their libraries have to offer; make suggestions for books. The first step in working toward a common goal is to know each other.

When first arriving in the state, I sought out the State Library Extension Commission. These people have been most eager to help wherever possible.

Twice the Montana State Library Association has provided me an opportunity to appear on the program of their annual meeting and participate fully in all the activities. I feel welcome and at home in any of their meetings.

During a study leave in New York City, I explored the libraries there and found many ideas that were interesting and stimulating. The Nathan Strauss Young Adult Room and the National Book Committee have been continuing sources of ideas and help.

Whenever, wherever and however 4-Hers are helped to "Reach Out With Reading" - it is a rewarding experience!

* * * * * * * * * * * * * * * * * *

"I have known - and enjoyed knowing that Montanans are a friendly and generous people. The evidence we had at every meeting of willingness to share and a readiness to work in harmony and accord was a heart-warming experience. . . There is not a doubt in the world but that a future of cooperation between libraries is assured for Montana. We saw it happening all over the state..."

Ruth O. Longworth

IS IT POSSIBLE TO INCLUDE THE LIBRARY IN THE SCIENCE PROGRAM

Donald C. Orlich

(Editor's Note: Mr. Orlich is a science teacher at Butte Junior High School. This paper is condensed from a chapter in the author's Master's thesis entitled "An Appraisal of the Methods of Teaching Science in the Senior High Schools of Montana." We are glad to publish it because it is not often that Montana teachers recognize the importance of the library in their work. This paper merely touches on an important problem, and as Mr. Orlich himself says there is scope for further research. For example, we do not know the size of the schools involved, nor do we know the dates of the books. Other aspects will occur to the reader, but perhaps this paper may inspire some interested school librarian to pick up the problem where Mr. Orlich has left off.)

One of the current trends in secondary education has been to place more emphasis on the library as a center of learning. Formerly the library was looked upon as being a warehouse for books that students used in preparing the annual book report for one of the English classes. However, more educators are now placing new emphasis on the library facilities.

Among science educators who have been placing a great deal of attention on the possibility of housing the science books in the science rooms has been R. Will Burnett.[1] This method may be feasible where a library has a large annual budget. The budgets of many of our school libraries could not withstand this added expenditure. It would seem more practical to investigate methods of increasing science information in the existing library facilities.

To help high schools supplement their libraries, the American Association for the Advancement of Science[2] has instituted a program for a Traveling Science Library. Several volumes of books are loaned for one year to a high school. These books are selected to cover all major fields of science. From this group a librarian could make a listing of the more popular books and purchase copies for the library's permanent collection.

The cost of expensive science books could be reduced if inexpensive paper bound volumes were utilized. The more frequent replacement of paper bound books presents a problem, but this would help keep the quickly outdated science books current. The Scientific American series will serve as one example.

Books are not the only source of scientific information. Several science related periodicals are published in the United States. The changes that take place in science are so rapid that teachers must constantly review the often voluminous literature pertaining to the field. Schulz[3] adds that no science

1. R. Will Burnett, Teaching Science in the Secondary School (New York: Rinehart and Company, Inc., 1957), p. 37.

2. Hilary J. Deason, The Traveling High School Library, fourth edition, (Washington, D.C.: AAAS, AAAS and The National Science Foundation, 1958), pp. 2-4.

3. R. W. Schulz, "Science Education in the Small High School," The Bulletin of the National Association of Secondary-School Principals, XXXVII (January, 1953), p. 36.

teacher could rest on college experiences. To keep abreast a teacher must read widely of the various journals.

This leads to the problem. Is it possible to include the library in the science program? The answer may well be found by investigating the science section of the high school library in this now almost "science centered world." A portion of this problem was attempted by the writer[4] through a questionnaire to Montana's senior high school science teachers. One science teacher was selected at random from each of the one hundred ninety public and private high schools in the state. Returns were received from one hundred fifty-five or 81.5% of the teachers. From these respondents the information for Table I was compiles.

TABLE I

NUMBER OF SCIENCE BOOKS IN THE MONTANA HIGH SCHOOL LIBRARIES

Schools*	Number of Science Related Books in the Library				
	1-20	21-50	51-100	101-150	Over 150
First Class High Schools	0	0	2	3	5
Second Class High Schools	7	22	9	4	9
Third Class High Schools	30	22	12	2	3
Private High Schools	4	2	5	2	1
Totals	41	46	28	11	18
Per Cent of Total	28.5	32.0	19.4	7.6	12.5

*First class school districts have a population of eight thousand or over. Second class districts have a population of more than a thousand and less than eight thousand. Third class districts have a population of less than one thousand.

It could be concluded that at least 28.5% of the libraries are inadequately stocked with science related books. A school with from only one to twenty science related books in the library could not be considered to be adequately supplied to become an integrated part of the science program.

A total of thirty different science related periodicals were being subscribed to by the Montana high school libraries. The range of the group was from one to thirteen. The top ten periodicals are shown in Table II.

---

4. Donald C. Orlich, "An Appraisal of the Methods of Teaching Science in The Senior High Schools of Montana," (unpublished Master's thesis, University of Utah, 1959).

TABLE II

TOP TEN SCIENCE PERIODICALS PROVIDED BY THE MONTANA SENIOR HIGH SCHOOLS

Magazine	Per Cent of High Schools Subscribing	Magazine	Per Cent of High Schools Subscribing
1. Popular Mechanics	80.0	6. Mechanix Illustrated	50.0
2. National Geographic	68.0	7. Nature Magazine	38.0
3. Science Digest	58.0	8. Scientific American	26.0
4. Science Newsletter	54.0	9. The Science Teacher	18.0
5. Current Science and Aviation	53.0	10. Science World	17.0

The twenty other periodicals reported were taken by only 8.5% or less of the high schools. An interesting side light was that with all the fuss and commotion over space--NO high school reported taking Sky and Telescope!

Conclusions: 1. In about fifty per cent of the Montana high schools the libraries were adequate to become a functional part of the science program.

2. A rather wide range of reading material should be on hand. A library with a limited budget should not only have easy reading science periodicals and books, but those that are written in a more advanced manner. This procedure may help gap the individual reading differences.

3. Librarians, science teachers and administrators should study and determine the library needs of their individual science programs.

4. Through the use of an adequately stocked library, science education will remain abreast of the current developments, thus augmenting a good basic science textbook.

5. With more work and planning, and a little money, the library could easily be incorporated in the science program.

* *

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BOOKS I'VE ENJOYED

Lawrence Clark Powell*

I have written before of the perfect conjunction of the Time, the Place, and the Book. This often involves the marriage of opposites. While travelling in the Southwest I have read Lawrence Durrell's books on the Middle East. In Paris it was Mary Austin, in London, Dana, while my first reading of Lady Chatterley was not in Nottingham, but rather in Pasadena's ultra-proper Oak Knoll.

It was by incongruous chance that my reading of the book about Mozart I have enjoyed the most--I mean W. J. Turner's Mozart, The Man and His Works--occurred during an ALA Mid-winter meeting in Chicago, with me propped up in bed, glancing from printed page to falling snow, and back to read again.

It was my own paperback copy, bought off the rack at the Dearborn Station after a roast-beef dinner, and dessert in form of watching the red lights on the rear car of the Super Chief vanish in the rain mist, and so I felt free to mark and underline passages. While I read, I kept hearing with inner ear the passages from Mozart cited by Turner, until my head was ringing with music.

Turner gives us a Mozart with clay feet and starry eyes, shows us how he married the wrong sister ("a person of genius should marry a person of character"), yet how nevertheless he could no more keep from composing the music that rose in him like an artesian well than a rose bush can help from expressing itself in roses.

I had the book in my pocket the next day when I went to hear Beecham play Haydn, and from reading it my senses were doubly keen. In spite of Chicago's cold, my pores were open; and the maestro's reading of the Symphony No. 99 was like a transfusion, while I stared at Beecham's quivering hands as they coaxed and cautioned his men. Age had stiffened the man's knee action, but his fingers kept the suppleness of youth, hypnotic to behold.

*Dr. Powell is Librarian of the University of California at Los Angeles, and a well known bookman, author and speaker. Those unfortunates who have read none of his volumes of essays will no doubt wish to do so after finishing the delightful column above which he has written especially for us.

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There are other good books on Mozart--I have read many of them, almost memorized Girdlestone's Mozart and his Piano Concertos, and his letters, of course, and even the Köchel catalog with pleasure--but Turner is my present favorite, for which I thank Midwinter.

That was a few years ago. Since then I had the equally moving experience of reading Corredor's Conversations with Casals, a Dutton paperback from the first edition of 1956. Here again it was at a library conference that I began reading this book about a great man and musician--the Texas Library Association meeting held last year. Rainy Houston in the spring! Little of it I saw, as the plane made instrument landing, and I had eyes only for the book en route to the Shamrock, wedged between a couple of rig-and-tool men; and at the hotel, again propped up in bed in a tennis-court-size room, I would be reading yet if I had not been called to dinner. Afterward I was tempted to jettison my Texan talk, and read the passages marked in my paperback, including a good Texas anecdote.

All the way back to California I read and marked and muttered. Even now I keep the book by my side, taking an excerpt now and then the way people take vitamin pills.

I recently acquired the Angel reissue of Casals playing Bach's Six Suites for Unaccompanied Cello--a long way from my father's Red Seal record of Casals playing Bach's Air for the G String--and when the room is filled with the Catalan's power and beauty, I lay the book aside and let the sound take over.

I guess it all started thirty years ago when I was a college senior on fire with Beethoven, and read Jean-Christophe in a state of ecstasy, or perhaps it is because I am a composer manqué and turned my back on music when I realized that I would never be more than a performer. Whatever the reason, I now enjoy such books about music and musicians almost more than any other kind of reading, and to read them while travelling compounds the enjoyment.

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MASL NOTES

Letitia Johnson

Montana is chosen one of the six pilot states for implementation of AASL Standards according to Mary V. Gaver, Chairman of the committee! They will furnish a speaker for the meeting of our Division of School Librarians at the Montana State Library Association conference in Great Falls, May 7, 1960. The degree of success of that meeting depends upon each school librarian here in Montana who will:

Read the new standards and evaluate them in terms of the local situation.

Invite his local faculty or MEA and PTA groups to utilize the discussion guides available through this program.

Publicize the efforts of this division in seeking to improve elementary and secondary school libraries and the professional status of school libraries. Plan now to get your partners-in-the-stacks at that May 7 meeting with you!

Administrators prefer to know what's ahead--this is a forward-looking meeting aimed at quality education in this state--be sure each superintendent and principal knows he's welcome to attend and that his participation in discussion and evaluation will be most helpful to you, his librarian.

Miss Eilene Morrison; Montana State College, Bozeman is AASL state representative in the pilot program.

Thanks are due Erick K. Erickson, Outlook, Mary B. Harstad, Glendive; and Chairman-elect Frances Wells of Helena who made appearances to promote school library activities at the MEA Conventions in October. Several requests for qualified school library convention speakers came by mail and by phone too late. The library that serves its school, serves every pupil and every department and has a potential to serve every faculty member, but to date I have known of just one librarian to speak at a Convention. Would your requests to the MEA officials in your area be in order now?

Donna Wilson, Secretary of the Montana Student Librarians, was designated by that group, (and confirmed through the SLEC) as a representative to the White House Conference in March. This is another "first" in recognition via student librarianship. We hope her school and community are helping her on expenses--and it would be in order for other school library groups in our state to do that too. She requests student librarians to write her their ideas so she may truly represent them.

Sylvia Law, appointed through the Girl Scouts' recommendation, is also a student librarian at Bozeman.

Mrs. Jennie N. Baechler, of White Sulphur Springs, made this realistic approach to improving the school library: She checked her shelf list against the Basic Book Collection for Secondary Schools, then figured how much it would cost to bring the library up to the basic list and presented it to the superintendent and school board. The school board then multiplied their previous budget for that year and made plans to increase the finances available so they could reach their goal within three years.

"For this program to be successful, the school needs a library-minded

administrator," Mrs. Baechler says. She submits this data:

A Basic Book Collection for High Schools. 6th ed. American Library Association, 1957.

Total number of books listed.....1482
Total cost of books (list price).....$6428.98

	Cost
000's	$ 84.68
Encyclopedias	754.30
100's	45.51
200's	46.77
300's	493.90
400's	181.58
500's	411.25
600's	563.43
700's	588.83
800's	661.86
900's	953.01
92	426.36
920	166.20
Fiction	905.60
Story collection	145.70
Total	$6428.98

You may wish to check this against the latest edition of the Basic Collection now available.

This is the month to make plans with your student librarians to publicize your school library during National Library Week, April 3-9, and to take a report of your activity to the Montana Student Librarian's meeting at the College at Bozeman during their annual "High School Week." Some clubs finance their own delegations, some schools pay it from their student activity fund.

First prizes (books for their school libraries) were awarded last year to Missoula County High School, Holy Rosary High School at Bozeman, and Ronan High School. Honorable mention went to Flathead County High School, Sacred Heart Academy at Missoula, and Malta High School. They were judged by members of the State Library Commission at Missoula.

Here is a portion of a recent letter Donna Wilson wrote to Eilene Morrison.

"Recently I was picked as one of the youths to represent Montana at the White House Conference on Children and Youth. . . I feel that this is an honor, but I know it is also a great responsibility. I will surely have to learn what our "problems" are, and find what the youth of Montana think we should do about them.

Our librarian, Mrs. Rustad, is working with me on the local school level, and we thought the Librarians Association would be a way of contacting more. So I am asking for your support and help...."

Donna has a desire to serve the school library cause. When we receive a request to help give her the information she needs, let's really back her.

Want to help?

Dear Members:

Dorothy Williamson, the Montana International Farm Youth Exchange delegate to Finland has just returned. Some of our county groups want to know more about Finland before she comes to report to them on her visit. We have prepared a page of suggested reading, copies of which have gone out to County Extension Agents. It is quite general and mentions encyclopedias, atlases, etc. You, yourself, may have other suggestions when folks ask for help.

Doris Wilson Bertha Clow
Gerry Fenn Robert Dunbar

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Reports from every area in the State indicate that your help with the activities for Children's Book Week made the Week a real success. Teachers and Friends working closely with school and public librarians brought children and books together in a varied and interesting number of library programs. You can be very proud of your part in these activities, for we know that a bright future for this nation is assured when our children and young people use their library.

The library workshops conducted during October by the State Library were received with much enthusiasm. We have received letters from Friends and Trustees hoping that they and others from their area will have an opportunity to attend similar gatherings.

Mrs. Lilly Eveland, treasurer of the Montana State Library Association, reports that associate memberships continue to come in. Please encourage your friends and organizations to join with us in our work for library progress in Montana.

National Library Week plans under the very able direction of Mr. Tom Jermin, Great Falls, are crystallizing, and the celebration this year, with your help, will be the most outstanding ever. You will be receiving more material concerning projects for this Week, but now is the time to offer your assistance to your librarian.

Plans for the annual M.S.L.A. convention to be held in Great Falls, May 6-8, are underway. You will be hearing from me very soon regarding the Friends special part in the convention program.

I send my sincerest wish for a happy and successful New Year to all of you.

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OUR ADVERTISERS

(Editor's Note: Continuing the series of informative articles about our advertisers, we are happy to present Hertzberg's Washington Bindery, Tacoma, from material supplied by Fred R. Hertzberg, Jr. Incidentally, we note that the Library Journal is running a similar series, but we started first!)

III. Hertzberg's Washington Bindery

Hertzberg's Washington Bindery had its genesis many years ago in Chicago. The grandfather of Fred R. Hertzberg, Jr., present owner of the business, came from Germany, and started a bookbinding company in the Windy City. Here it was that Fred R. Hertzberg, Sr., began to learn the business in 1899. As librarians should know, bookbinding is an art as well as a craft, and Germany at the turn of the century, and probably even today, is one place where both can be learned to advantage. So in 1903 Mr. Hertzberg went to Gera, Germany, where he spent a year at the Hutich Bookbinding School, run by Paul Hutich.

In 1921, Mr. Hertzberg and his brother started a bindery in Des Moines, Iowa, which was the forerunner of the Hertzberg-New Method Bindery of Jacksonville, Illinois. In 1930, Fred R. Hertzberg travelled through the western part of the United States, seeking a desirable locality in which to open a library bindery. He finally decided on Tacoma, Washington, partly because there was no bindery in the area at that time that served libraries, and partly because the climate of the western slope of the Cascades appealed to a man who had spent most of his life in the middle west.

The bindery opened in 1931, and it was built on the same ingredients that are still necessary for any successful business undertaking. That is to say, Mr. Hertzberg had the knowledge and skill requisite for the work, he had some working capital, and he was willing to spend long hours at his business. Because of these things, the librarians of the Pacific Northwest have consistently given their support to the company.

In 1954, Mr. Hertzberg transferred the operation of the business to his son, Fred R. Hertzberg, Jr., and continued his activity mostly in an advisory capacity. The present owner has maintained the standards of knowledge, skill and service, in which the company was so firmly grounded by his father. The bindery now employs 12 journeymen whose experience ranges from 5 to 30 years.

The demand for really fine bindings is not as great in the Pacific Northwest as it is in older-settled parts of the country, but there are connoisseurs of good books and fine bindings everywhere. Doubtless with the increase in population on the west coast will come greater interest in cultural matters, including the art of the book. Then the employees of the Hertzberg Washington Bindery should find more scope for their artistic abilities, and the region in turn will benefit immeasurably.

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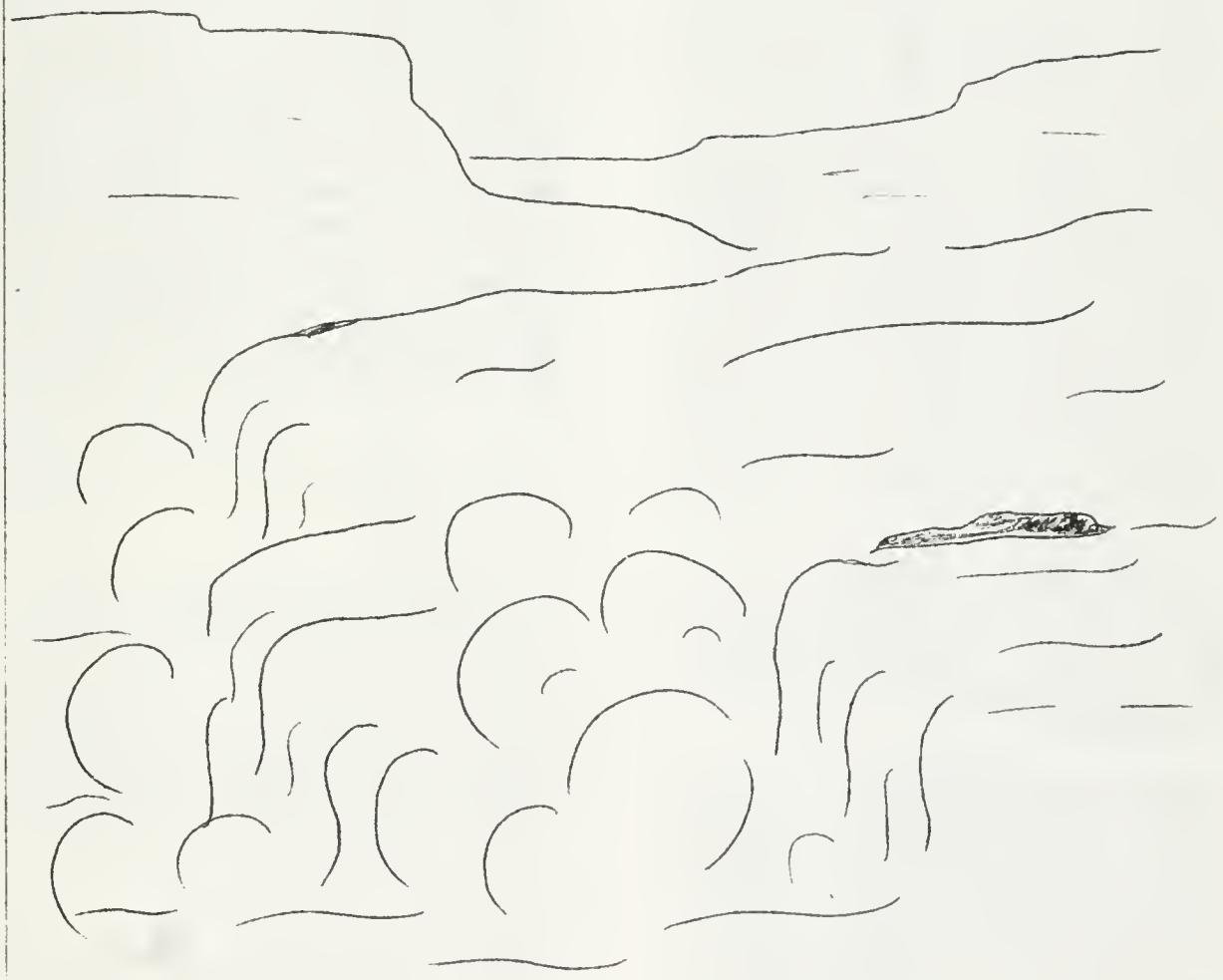

BOOK REVIEWS

A TRIO TO USE

EASY BULLETIN BOARDS was given to me to review for you. The co-authors used a sub-title "a handbock for teachers, librarians, and all others who are faced with the regular task of setting up attractive bulletin board displays." This 50-page booklet has many basic suggestions. The first portion is given over to fundamental information for the novice on rules, space, materials, etc. A goodly number of the illustrated suggestions took me back to my elementary teaching days. They are often planned for the total school program -- school activities, holidays, campaigns and drives, subject areas.-- The authors have succeeded in their goal. They have developed an aid to display that will make it possible for the average person to create within a short time presentable and sometimes exciting bulletin boards. It is a book that a teacher will use -- especially the elementary teacher or the librarian who is a beginner in display work.

A teacher needs to display, a librarian needs to capture the interest of the student or visitor who has casual interest in books. For the librarian, it is a job of salesmanship.

LIBRARY, LURE-A-MATICS, a brain child of the Washington State School Library Association, is a 50-page booklet filled with brief captions describing actual library jobs of salesmanship. Photographs (dim in many cases) and diagrams show actual displays used successfully by Washington School librarians in their library publicity. The text is very brief but it does include a bibliography of other display aids and a source list of materials. This booklet too you will use to lure more into the book world.

And then a third pamphlet, QUICK 'N EASY, was the work of a committee from the Public Library section of the Louisiana Library Association. This booklet has 164 diagrams or plans of library exhibits with brief captions telling you "how" and "with what".

Again we can say, "No one book has all the good!" The best may be found in one and then another. These three, one conceived for the beginner in school display, one shared by school librarians, and one designed by public librarians, can be used to tell others what we have 'to sell'. All three strive to suggest easy, inexpensive ideas to the busy librarian. They will all give you and the teachers suggestions - suggestions you will adjust to fit your needs, your materials, and your ingenuity. Because after all it's more fun to add your touch to an idea than to copy it in entirety.

E.M.M.

A TRIO TO USE

Hein, Robert A. and Davis, Esther K. Easy Bulletin Boards. P. O. Box 103 Cleveland 21, Ohio, Easy Bulletin Boards, 1959. $1.50

Washington State School Library Association. Library Lure-a-matics. The Association, 1958. $1.00 (Muriel Hamilton, 1500 Butternut Ave., Richland, Washington)

Louisiana Library Association. Quick 'N Easy. 164 library exhibits. The Association, 1958?. $1.50 (Mary Graham Stewart, Box 131, Baton Rouge, Louisiana.

OF GUNS AND MEN
Fast-Draw Tilghman

Bill Tilghman was one of the famous peace officers who dedicated their exceptional facility with fire arms to law enforcement from the 1870's to 1924. Speed and accuracy were not unusual among gunmen. It was every man for himself and of necessity men became gunmen, the point of difference being in the use they made of their steady eyes and speedy hands. Some were against law and society, others not so extreme did reserve the right to step outside the law to win private arguments, and still others were entirely good citizens and indulged in no attempts to run towns or settle private feuds if they were enlisted to protect a community. Bill Tilghman belonged to the last group and this book tells the story of his life. He waged relentless wa. against lawlessness, gaining the respect of his enemies as well as his friends because he killed only when he was forced to do so.

The age of eight saw him as "man of the family" during the Civil War and his fine sturdy character began to develop. The day when Wild Bill Hickock came riding by to spark his interest in guns and the fast-draw set that pattern of his life.

Boys of today are caught up by the same fascination for guns but life in Kansas and Oklahoma during the 19th century gave plenty of opportunity for practice as well. Food and self defense depended pretty much on fire arms. So Bill labored to perfect his fast-draw, to earn money for a brace of colts and a leather belt. His exceptional ability with muskets, Colts and Springfields served him well as he undertook to fend for himself before he turned sixteen. Guns were a part of his life as a railroad worker, a hunter, a prospector, a stage coach guard, a homesteader and a cattleman. He joined the final organized slaughter of the buffalo, dealt with the Indian situation of the plains, and he struggled to keep hunger from his door as did other victims when drought forced a deep decline in the economy. His is a life packed with action.

In keeping with her interest in writing for young people the author chooses for her hero the highly respected, dependable, and much loved peace officer, "Uncle Billy". She sets a fast pace for her story. Guns and shooting play a major role throughout the book, but with her fine choice of leading man and her capable style Dale White has maintained fine control of the guns. Her readers see a purpose for good in them and admire the knowledgeable way she writes of firearms.

This is a sober exciting story although a trifle exuberant in places. Not all readers will enjoy it. A book that pleased all readers would have very little character, very little individuality of its own. The fun of being a librarian is in the excitement of matching readers and books. To the young folks Tilghman will be a great guy. An interest in history offered in this colorful manner will draw high school readers, too. The fact is, I seem to feel that mid-way in her story Dale White's audience grows up. It grows fast and suddenly she is talking to men and women. For that reason I could very well hand this book to an older man and say, "Do you think she knows about guns?" Dale White does. I could add that the first 20 pages might not be of interest to him. Those students who struggle with text book history will find the Tilghman story a lively way to enjoy it.

Someday I hope for a real under-

standing story about Indians from this author.

D.E.W.

Dale White. Fast-Draw Tilghman. 191 pp. New York: Julian Messner, Inc., 1959. $2.95

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COSTS OF COUNTY GOVERNMENT IN MONTANA (Roland R. Renne)

A Review by
Henry K. Shearer*

An analysis of Montana county government costs and means of reducing them is especially timely today. There is increasing interest in the State, and elsewhere, in city-county planning, consolidation of school districts, consolidation of counties and the county manager form of administration, all of which have cost implications at the county level. Further, the property tax, the most important source of county revenues, is currently under close scrutiny, with some authorities urging its de-emphasis.

Thus, it is in a climate of growing awareness of the importance of the subject that Roland P Renne has written the monograph, Costs of County Government in Montana (Special Report No. 15, Montana Agricultural Experiment Station, Montana State College, Bozeman, pp. 35). Dr. Renne scarcely needs an introduction to Montanans since he is widely known as the president of Montana State College and as an economist of note. He is well qualified to write on a subject which he has studied over a span of several decades. His conclusions and recommendations must be respected.[1]

The report may be divided into two major parts. The first describes the distribution of county expenditures, the sources of revenue to meet those expenditures, and the indebtedness related to an excess of the former over the latter. Time series for the combined counties during the period 1914 to 1957 are presented for broad classes of expenditures, along with explanations in some detail of the uses to which the funds have been devoted. Through the use of these statistics it is possible to trace the changes through the years in the absolute amounts spent for the various purposes and to observe shifts in the relationship between purposes. Since the dollar values are not adjusted for fluctuations in the purchasing power of the dollar, the indicated trends are somewhat misleading. However, the lack of accurate data at the level involved would appear to preclude any substantial improvement in this situation.

Data, presented on maps, showing expenditures per $1,000 taxable valuation, by county, are furnished for each class of expenditure for the year 1957. It is noted that a similar analysis on a per capita basis, and another showing the relationship between expenditures and some measure of the income of the residents of each county, would also be meaningful. The value of these ratios would be enhanced if they

*(Editor's Note: Dr. Henry K. Shearer was Director of the Bureau of Business & Economic Research, Montana State University, until last summer. He is now in government service in Washington, D.C.)

1. For bibliographies of other publications by this author on the same and related topics, see the footnote to p. 5 of the monograph under discussion and pp. 433-4 and 422 of The Montana Almanac, 1959-60 Edition (Montana State University Press, Missoula, 1958).

were furnished through time, using some statistical expression of trend. Comparisons with overall governmental expenditures in Montana and with national averages would give perspective. And an alphabetical arrangement, in tabular form, by county, would permit greater ease in locating data and thus would increase the usefulness of the report as a reference work.[2]

Data similar to those described above are also furnished for receipts and indebtedness. As regards the letter, the author observes that Montana county governments with few exceptions are in good financial condition.

The second, and perhaps more important, part of the report deals with means of reducing costs of county government. It is here that Dr. Renne's long study of county government in Montana is especially significant. Topics discussed include elimination or reduction of services, abandonment (through consolidation of counties), consolidation of offices, and the manager plan of administration. Particular emphasis is placed on the manager plan, in support of which the favorable experience of Petroleum County, the only Montana county so administered, is cited.

This well written and well illustrated report has three principal functions. First, it serves as a compendium of data, many of which, apparently, are not available elsewhere in published form. Second, by reason of the form in which the data are presented (maps, charts and tables), it permits the reader to readily make his own analysis and draw his own conclusions. And, third, it presents judgments regarding county government administration which are worth serious consideration. It is highly recommended to all Montanans interested in the past, present and future of their tax dollars.

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2. The restrictions imposed on an author by space limitations and the lack of reliable, comparable data are recognized. It is possible that a supplement to the monograph, to be published in the near future, will contain some or all of the suggested addenda.

NATIONAL
LIBRARY WEEK
APRIL 3 – 9 '60

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NEWS FROM PNLA

Alice M. Ridenour

The Executive Board of PNLA met in Spokane October 31st with President Irving Lieberman presiding. The first action taken was the appointment of Miss Patricia Foster as Secretary.

One of the main problems discussed was where to hold the 1960 conference. Sun Valley could not take us in 1960, but wrote that they would be happy to have us in 1964 if we wished to make a reservation at this time! No final decision was reached but probably the main conference headquarters will be at Boise with a possible one-day trip and meeting at the Shore Lodge at McCall. We would prefer to have the entire conference at McCall, but the Idaho representative was doubtful that the facilities would be large enough despite the assurances of the manager. After the Idaho committee has visited McCall and thoroughly looked over the situation, a decision will be made. The place of the next convention will be announced in the next issue of the Quarterly.

The budget next came up for discussion. Last year we spent slightly under our budget of $3,000 and with our increased membership our net balance rose about $1500.00. The convention expenses are not included in the above figures, but it is hoped that if the remaining copies of the History of the PNLA are sold for one dollar apiece that the present deficit in the convention fund will be wiped out. A slightly larger budget for the coming year was approved. The President and the Treasurer will be allowed some funds for clerical help. Also the fund for the Quarterly was slightly increased.

The report to the Ford Foundation on the Library Development Project was presented by Dr. Lieberman. Also he presented a copy of the letter which he wished to send to the Library Services Branch of the U.S. Office of Education in which he requested the assistance of its Public Library Specialist for a three-month period and a Library Services Act Consultant for a six-month period to provide assistance in the implementation of the Library Development Project Study. After some minor changes were made in the letter, it was approved.

The committee members for the coming year were selected. I have not heard how many of the Montana members accepted their assignment, but I wish to thank all of you who did accept for your willingness to work for PNLA.

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THE SAGEBRUSH FEDERATION

On September 12, representatives from Fallon, Garfield, Custer and Powder River counties met at Miles City with Helen Luce, Library Extension Specialist from the Department of Health, Education and Welfare, Washington, and with Ruth Longworth. Clare Smith presided.

Miss Luce explained the terms of the Library Services Act and told of developments in various states that had resulted in notable extension of library services. Mrs. Longworth reported on supplies and equipment that had been ordered and said that the bookmobile, although on order, might not be available for a few months, because bids had to be called on it.

Reports were then presented on progress in various libraries of the Sagebrush Federation.

Mrs. Mart, librarian of the Garfield County Library reported that weeding and repainting had been done, and a number of reference books had been received. Some books had been sent for rebinding, and cards for the discards had been pulled from the catalog.

Alice Newell of the Baker Public Library said that a number of new reference books and replacements had been received. New plumbing, and linoleum for the basement floor were donated by the Baker Library Association, and Board members installed this equipment. Favorable public comment may result in longer hours of opening, which at present are only six hours a week. The circulation of children's and young people's books has tripled. Plans call for a resumption of the story hour this winter.

For Powder River County Library, Mary Watters reported redecorating and installation of new shelving. Desk and chairs, low book truck and dictionary shelf are on order.

Clare Smith, Coordinator of the Federation, reported that many, many books have been received. The Miles City Library is to have new shelving for reference books and for the basement areas, and new catalog trays are on order. The old catalog trays that Miles City has outgrown are still in excellent condition and will be sent to Baker and to Broadus.

In the afternoon instruction was given in use of the Booklist for ordering books.

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STATE SCHOOL LIBRARY COMMITTEE

The first meeting of the year was held September 26 in Helena, with Ruth Longworth, chairman, presiding. Fifteen of the sixteen members were present.

To remind the members of the terms of reference, the three-fold purpose of the Committee was read:

1. To aid in stimulating interest throughout Montana in the important role of school libraries.

2. To offer advisory service, where needed, in establishing school libraries.

3. To provide established school libraries with a clearing house for suggestions and recommendations for improving and expanding their services.

The first consideration was given to standards. The Committee agreed that the Montana Elementary School Library Standards, and those for Junior and Senior High Schools, and the standards of the Northwest Association of Secondary and Higher Schools should be in the hands of all administrators, and school and public librarians. It is possible that the Montana Association of School Librarians may adopt as a project the printing of these. The elementary standards will be tried out and, after two years, given reconsideration.

Other problems discussed were weeding (essential) and centralized school libraries (also essential).

Letitia Johnson reported that the MASL has applied to have Montana made a pilot state for study of the ALA Elementary School Standards.

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If Montana is accepted, ALA will provide a speaker forMSLA next May.

Mrs. Johnson and Eilene Morrison reported on the Montana Student Librarians meetings. The Northwest group decided to publicize National Library Week again, and to call the attention of administrators, teachers, students and the public to the advantages of a school library. Miss Morrison reported on the central group which was organized in Bozeman last December with 40 in attendance, and which met again in April in Helena with an audience of 68. Panel discussions were held and the group was addressed by President Renne and by Mrs. Kay Roberts.

Miss Morrison reported on the disposition of the Grolier-Americana Scholarship award made to Montana State College. It was used to help seven students at summer school.

Mrs. Longworth announced that Dick Darling is the recipient of the Dutton-McCrae award for work with children. As a result he will hold workshops in Montana next summer for public and school librarians and interested parents.

A discussion was held regarding the manual for school libraries. It was pointed out that it should be brief, that it should be usable in all schools and that it must be approved by this Committee. Mrs. Longworth appointed the following subcommittee to study the preliminary edition of the manual: Linus Carleton, chairman, Eilene Morrison, Inez Herrig, Bill Erickson, Alve Thomas and Letitia Johnson.

Miss Morrison reported that all freshmen at Montana State College are being pretested on their knowledge of the library.

Mr. Erickson reported on a meeting on school building construction held recently and attended by school administrators, architects, school board members and citizens. Mr. Sando said it was recommended practice that administrators discuss proposed schod buildings in advance with the teachers and librarians.

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NEWS AND NOTES

THE MELCHER SCHOLARSHIP FUND

The year of 1959 has been a fruitful one for the Melcher Scholarship Fund. Through some of the recent exciting gifts made to it the sum invested in the Fund now totals $25,500.00. Members of the committee together with their colleagues in the Children's Services Division are grateful to those who helped it reach this status. These gifts included a personal check for $1,000.00 from Franklin and Helen Hoke Watts on the happy occasion of their 100th First Book Anniversary "as a token of appreciation for the devoted work of Children's Librarians and the long and continued leadership and dedicated friendship of Frederic G. Melcher". The tiny, treasured Newbery-Caldecott Keepsake volume contributed by Thomas Y. Crowell Company and Houghton Mifflin Company and prepared by the award winners, Elizabeth Speare and Barbara Cooney when auctioned one at each of the Newbery-Caldecott Banquet tables brought over $1,200.00 to the Fund.

For the Children's Room in the Pomona, California, Public Library Clara Webber made the high bid of $40.00 for an autographed and beautifully bound edition of Selina Chonz's A Bell for Ursli, the gift

of Don Phillips of Paragon Printings. A check for $50.00 was sent from Field Enterprises on the instruction of an Associate Editor of Publishers' Weekly who revised one of the World Book Encyclopedia articles. Staff associations, staffs of Children's departments in public libraries, and state school and children's librarians organizations have been most generous. In April the Children's and Young Adult Services Section of the New York Library Association sent in a check for $100.00

Contributions to the Fund will continue to be welcomed with checks made payable to the Melcher Scholarship Fund and sent to the CSD Office, 50 E. Huron Street, Chicago 11, Illinois. There is still a job to be done to reach an amount sufficient to guarantee an annual income of $1,000 a year for the scholarship. At present it is $750.00.

Information about the 1960 Melcher Scholarship can be obtained from Chairman, Mrs. Ruth Hill Viguers, 110 Cliff Road, Wellesley Hills 81, Massachusetts. Application deadline is April 1, 1960.

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Margaret Mann Citation

Nominations are now being sought for the 1960 Margaret Mann Citation award. Librarians who have made a distinguished contribution to the profession through cataloging and classification are eligible. The contributions may have been through publication of significant literature, participation in professional cataloging associations, or valuable contributions to practice in individual libraries. Nominees must be members of the Cataloging and Classification Section of the Resources and Technical Services Division, American Library Association, but may be nominated by any librarian or ALA member.

All nominations should be made, together with information upon which recommendation is based, not later than January 1, 1960, to the chairman of the Section's Award of the Margaret Mann Citation Committee, Dale M. Bentz, Associate Director, University of Iowa Libraries, Iowa City.

The Margaret Mann Citation, established by the ALA Division of Cataloging and Classification in 1950, has been presented at each of the ALA annual conferences since that time for outstanding professional achievement. Recipients of the award have been Andrew D. Osborn (1959), Esther J. Piercy (1958), David J. Haykin (1957), Susan Grey Akers (1956), Seymour Lubetzky (1955), Pauline A. Seely (1954), Maurice F. Tauber (1953), Marie Louise Prevost (1952),and Lucile M. Morsch (1951).

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The Helena Public Library has received two gifts, one a recording and the other a book, given in memory of Mrs. G. F. Tomashek.

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Virginia Walton, since November 1954 librarian of the State Historical Library, resigned effective October 1 to accept a position as field consultant with the Missouri State Library.

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Norman D. Alexander, formerly reference assistant at Montana State College Library, has been promoted to first assistant in charge of reference.

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In default of financial aid from Ravalli County the Darby town library's volunteer staff has had to draw up new rules, involving a charge to out-of-town users. A series of rummage sales is being held to raise money to buy books. Members of the staff are Mrs. Edgar Thorn, Jr., Mrs. J. K. Flightner, Abbie Osborne, Mrs. Edwin Bringen, Mrs. Joe Rough, Mrs. F. R. Neill, Mrs. C. W. Hannon, Mrs. Herbert Wilkerson, Mrs. Edyth Goodrich, Selma Bringen, Caroline Bringen and Rita Skaw.

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Columbia Falls Branch Library has been busy with improvements. Among others is the construction of more shelves for reference books. The work was done through the courtesy of Mr. Thomas Stearns. Mrs. Clarence Connor is the librarian and she has 14 volunteer assistants.

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Mrs. Alma Jacobs, Librarian of the Great Falls Public Library and President of the MSLA has been appointed to the committee to screen nominations for the Dorothy Canfield Fisher award. Two nominations will be made from each state and of these the screening committee will choose 10 to submit to the Book-of-the-Month Club, which will make the final selection. Presentation of the award, consisting of books to the value of $5,000 for a library in a small community, will be made during National Library Week.

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Ravalli County Commissioners' decision to withdraw from the Five Valleys Federation of Libraries has necessitated a change at the Hamilton Public Library. It has become necessary to charge out-of-town patrons $2 per year for a .library card.

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The Moore Library has received a gift of $30 in memory of Mrs. E. A. Wilson. It will be used for the purchase of books.

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R. W. Witt, formerly librarian of the Middleton (Wisconsin) High School,has joined the Montana State College Library staff as catalog-reference assistant.

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Walter Clark Hamor returned to the Montana State University Library on October 1, as Catalog Assistant after six months service in the U. S. Army.

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Mrs. Mable Brewer was appointed to the Montana State University Library Staff as Reference Assistant Sept. 1. Mrs. Brewer, before her marriage, was Assistant to the Registrar at Montana State University. She has her B.A. degree from M.S.U., has completed the courses in Library Service offered on this campus, and will secure her masters degree at the end of winter quarter.

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Mrs. Patricia Martz was appointed to the Montana State University Library Staff on September 21 as Assistant in the Serials Division of the Technical Processes Department. Mrs. Martz received her B.S. in Education from the Clarion State Teachers College and carried advanced work at the Pennsylvania State University. She secured her library training at Clarion State Teachers College, and before coming to Missoula was a school librarian for three years in Pennsylvania.

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The Laurel High School Library is conducting the Science Library program for the second year in succession, according to Mrs. Irene Greenleaf, librarian. The object is to stimulate interest in reading science and mathematics books, in order to broaden the background of those already interested, and to interest others. It has proved popular at Laurel.

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Mrs. Palmer Johnson, librarian of the Bonner branch of the Missoula County Free Library,invites a guest librarian to help her one evening a month. As the branch is open only two evenings a week, Mrs. Johnson's guests often find themselves very busy helping the patrons. This is obviously a good way to show how much the collection is used, for Mrs. Johnson's guest librarians frequently return to continue their help.

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The Choteau Woman's Club is raising funds to support the local library. At the same time, Teton County commissioners are exploring the possibility of joining the Cascade-Pondera counties federation in order to have bookmobile service. If the project is approved, service would start probably in July 1960.

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Necrology

It is with regret that we record the death in September of Ella Katherine Shepherd of the Helena Public Library staff.

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Billings Friends of the Library

A Friends of the Library group has been organized in Billings to support the work of the Parmly Billings Memorial Library. The objectives are listed as "development of community knowledge of the library's services and needs, the bringing together of people interested in books and reading, the encouragement of reading and library use, and the development of the library and its facilities." The officers of the group are Alvia E. Bielefeld, president, Mrs. Sue Chemodurow, vice president, Dr. Frederick W. Muller, treasurer, and Shirley Baker, secretary.

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Gurney Moss honored by Whitefish Library Assoc.

Gurney M. Moss, for 40 years editor and publisher of the Whitefish Pilot, recently retired. Mr. Moss was a faithful supporter of the local library and to show appreciation of his outstanding contributions the Whitefish Library Association has presented him with a life membership. It was the exceptionally fine publicity that Mr. Moss gave the library in the columns of his paper that brought the John Cotton Dana award in 1955.

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Marie Loizeaux Resigns

The H. W. Wilson Co. has announced the resignation of Marie D. Loizeaux as editor of the Wilson Library Bulletin. Miss Loizeaux will be missed, for her 16 years as editor have left a definite impress on the Bulletin. She was ever ready to publish controversial articles provided they had something to say. She will join Loizeaux Brothers, religious publishers, of New York City, as editor.

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SLEC Workshops

Two hundred and ten persons from 70 Montana communities attended the very successful series of eight workshops conducted during October by the Montana State Library Extension Commission. More than half the number were trustees and friends.

The procedure was first to demonstrate what good library service is, and then to indicate simplified routines. For this a manual had been prepared. Public relations were given special consideration and treatment. To dramatize the whole purpose of the workshop, an impromptu skit was presented most successfully.

In Glendive a different approach was made because of the request of the participants for material to take home to help start action for a library federation. Separate groups considered 1. whether or not membership in a federation was really wanted, 2. the necessary steps in each area, 3. how each community should start.

In Glasgow too there was consideration of the federation plan.

Evaluation sheets on the merit of the workshops were filled in and returned to the SLEC personnel, and the results were most gratifying. More workshops were requested to cater to the needs of special interests such as trustees and

friends; also to give more information on federations, and more on public relations.

A state-wide trustees workshop will be held at Great Falls May 5 and 6, preceding and in conjunction with the MSLA meeting. Mrs. R. D. Warden is state chairman for A.A.L.T. and she will appreciate the support of all librarians and trustees in making a note of the above dates, with a view to attending.

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READING OUT LOUD

During the third week of January the Westinghouse Broadcasting Company, with the cooperation of the American Library Association, will begin telecasting a series called "Reading Out Loud." The thirty-minute programs present distinguished Americans from a variety of fields reading to their children, grandchildren, or to other groups of children.

Among the people appearing on the program are Mrs. Eleanor Roosevelt reading to her grandchildren from "Just So Stories", Archibald MacLeish reading to his grandchildren from de la Mare's poems, Jose Ferrer reading from "Huckleberry Finn", Jackie Robinson reading to his children from "The Red Badge of Courage"; Senator John Kennedy reading from Nevins' "Emergence of Lincoln," and Eva LeGallienne reading to a group of settlement house children from her own translation of Anderson's fairy tales. The Westinghouse Broadcasting Company was responsible for securing the guests, and an ALA committee recommended the stories and books, though the final choice was left to the guests. The ALA committee screened and approved all of the programs.

A committee of the Childrens Services Division was appointed to advise on the choice of reading matter. The committee has prepared a list of books for reading aloud which may be duplicated for use in local libraries. Single copies of the list may be obtained from ALA Headquarters. Kinescopes of the separate programs in the series will be available later for purchase or rental.

"Reading Out Loud" will be telecast on the WBC stations. It will be syndicated nationally without program charge to television stations, providing the broadcast carrying it is noncommercial.

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PNLA 1909-1959
A Chronological Summary of
Fifty Eventful Years
by Ruth Hale Gershevsky

Published by the PNLA as part of its 50th anniversary celebration, this is an interesting and useful account of the Association's accomplishments written by a librarian who was very active in its affairs. Oldtimers will feel nostalgic, newcomers will be surprised at the many plans iniated by PNLA and since assumed by A.L.A.

Available for $1.00 from Rodney Waldron, Treasurer, PNLA, Oregon State College Library, Corvallis.

MSLA
ANNUAL CONFERENCE
MAY 6-7-8

OLDER PEOPLE AND THE LIBRARY

The librarians of the State recently received from Ruth Longworth a copy of a letter that she wrote to Mr. Knoblock, Vice Chairman of the Montana Committee on the Problems of the Aging. For the benefit of those of our readers who are not librarians we are reprinting here Mrs. Longworth's summary of what is being done and can be done for older people by libraries.

SERVICE TO THE OLDER PERSON COMING TO THE LIBRARY AS AN INDIVIDUAL

Providing reader guidance
Providing information service on local activities, agencies, etc.
Planning the building for ease of access
Relaxing rules for those who cannot come regularly
Special shelves to meet interest of older people
Shelves or lists of materials in large print
Reading aid which magnifies print

SERVICE TO THE OLDER PERSON COMING TO THE LIBRARY AS A MEMBER OF A GROUP

Special programs and activities for older people
Programs suitable for, but not limited to, older people
Library facilities provided for activities of other agencies
Programs using films
Programs using recordings
Programs using discussion materials prepared by the library
Packaged programs

SERVICE TO THE PROFESSIONAL OR VOLUNTEER WORKING WITH OLDER PEOPLE

Providing help in program planning
Publicizing the library's materials and services in this area by newspaper
Acting as a resource center for information on local activities
Providing materials which are useful in carrying out programs and activities for older people
Providing printed or processed lists
Providing audio-visual materials
Providing materials useful in training
Publicizing the library's materials and services in this area by radio
Publicizing the library's materials and services in this area by TV

NATIONAL LIBRARY WEEK

APRIL 3-9, 1960

As a result of the October workshops the following ideas were evolved for program planning for National Library Week:

OBJECTIVES: (As stated by participants in workshops)

1. Interest local organizations in library
2. Encourage more rural use
3. Get more school cooperation
4. Raise standards of reading
5. Acquaint all people with special services of library
6. Interest more adults
7. Emphasize adults' duties as citizens in relation to library
8. Cooperation among librarians as a group
9. Cooperation between libraries and the public
10. Get more people to read
11. More books available for more people
12. Create reading habits at early age
13. Promote awareness of the library and facilities
14. Get books to the people and people to the books
15. Create public awareness of mechanics of the library
16. Community consciousness
17. Awareness of services
18. Encourage non-users
19. Advertise library facilities
20. Acquaint the community with purpose and history of National Library Week

FORMING COMMITTEE

Form a committee of outstanding people in the community with the idea that representatives of clubs, groups, and organizations will take the information of the program back to their meetings.

The following were suggested:

Friends of Library
Service Clubs, e.g., Lions, Rotary, Kiwanis, Soroptimists, Zonta, etc.
Farm Agencies, e.g., 4-H, Home Demonstration, Farmers Union, FFA, FHA, Farm Bureau, Grange, County and Home Demonstration Agents, etc.
Women's Clubs, e.g., Federated Clubs, Garden Clubs, AAUW
Veterans Organizations, e.g., V.F.W., American Legion
Labor Groups
Schools--Administrators and Educators
Churches--Ministerial Associations
Fraternal Organizations--Masons, Elks, Moose, etc.
Youth Groups
Chamber of Commerce--Jaycees
Business and Professional Men, e.g., Telephone Co., Anaconda, Montana Power, etc.

Government Representatives--County Commissioners or Representative.
Toastmasters and Toastmistresses
Mental Health Organization
Student Librarians
Radio, T.V., and newspaper editors and managers
M.I.A.

PROGRAM

GETTING PEOPLE TO THE BOOKS AND BOOKS TO THE PEOPLE

ACTIVITIES IN THE LIBRARY

1. Open house
2. Author's tea
3. Business people's coffee break
4. Guided tour of the library to individuals and visiting groups
5. Exhibits--posters, book collections, displays
6. Films--film strips, slides
7. Book reviews, book talks
8. Story hours
9. Book popularity contest
10. Puppet show
11. Book marks
12. Book lists
13. Material on "How to use the Library" "Dewey Decimal on Catalog"
14. Puzzles and quizzes
15. Guest speakers
16. Call attention to memorial gifts

ACTIVITIES OUTSIDE OF LIBRARY

1. Librarian visit to schools and organizations
2. Book reviews, book talks
3. Exhibits that tie in with books

    Store windows
    Posters (Quick and Easy)
    Church Bazaars
    P.T.A. and other group meetings
    Book jacket to meetings
    Special book collections
    Bookmobile to tour the area

4. Local theatre allows admission by library card only for a matinee or evening performance
5. Promote library services in farm groups
6. Films on library services
7. Poster contest in schools
8. Essay contest
9. Speakers bureau of information about library
10. Library Sunday (April 3) announced from the pulpit or in Sunday Bulletin
11. Shut-in service
12. Book Fairs

13. Library Safari--bring people from rural areas to visit the library. Make it an all-day project.
14. Distribution of materials
    - Films
    - Book Marks
    - Book Lists
    - Table Tents
    - Streamers, etc.
15. Stuffers for mailing
16. Conduct a workshop for club groups
17. Diorama of books and characters

MEDIA

1. Newspapers
    a. Editorials
    b. Feature articles with picture
    c. Pictures
    d. News items
    e. Human interest items
    f. Fillers
2. Personal Contacts
3. Radio and T.V.
    a. Spot announcements--30 seconds to 3 minutes
        1. Written locally
        2. A.L.A.
    b. Full length program--15 to 30 minutes
        1. More than one person on program
        2. Round table
        3. Panel discussion
        4. Book reviews or book talks
        5. Interviews
        6. Spots
        7. Records
4. Fliers for distribution
5. Stuffers for mailing

COMMENTS

1. Parents will be sure to visit the library to see display, etc., prepared by their children
2. Keep the non-user in mind
3. Use local talent to the fullest extent

4. Invite organizations to sponsor special activities in library

5. Begin now to contact people to serve on the committee

6. Dummy books with book jackets for store window display leaves original book in library to be circulated

7. Outline program plans and delegate responsibilities

8. List materials to use, e.g., films, fliers, posters, etc.

9. Take advantage of materials available from National Library Week and use extensively

These are only ideas that were presented in a few minutes time in the workshops. Your own ingenuity plus assistance from the community will lead to many more.

* *

Anderson Office Machines
13 5th Street North
Great Falls, Montana

Blewett Business Machines
323 North Main
Helena, Montana

Empire Office Machines
119 East Main
Bozeman, Montana

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(Compiled by Mrs. Lilly F. Eveland)

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Havre

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Harlem

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Libby

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Butte

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Plevna

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Butte

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Big Timber

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Laurel

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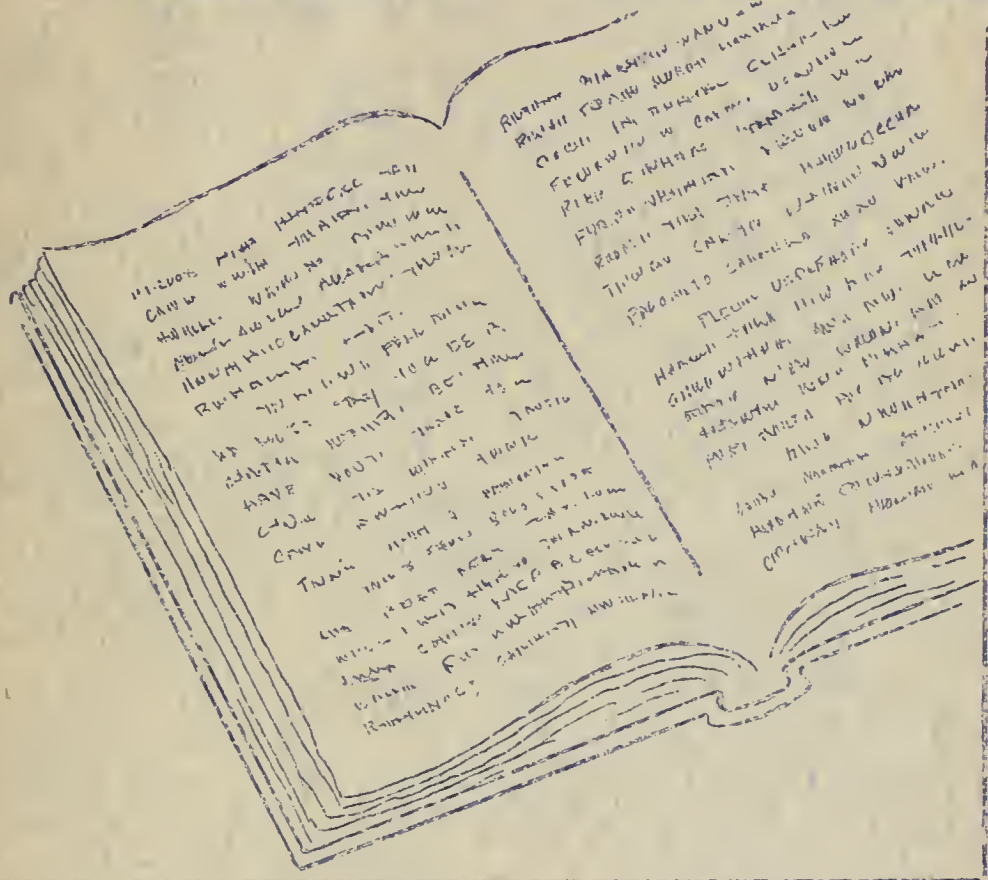
April 1960
Volume 5
No. 3

APR 18 1960

MONTANA

LIBRARY QUARTERLY



OFFICIAL PUBLICATION OF THE
MONTANA STATE LIBRARY ASSOCIATION

THE MONTANA LIBRARY QUARTERLY

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The Montana Library Quarterly is sent free to members of the Montana State Library Association. To all others the annual subscription is $2.00. Please enter subscriptions with the Editor, making checks payable to the Montana State Library Association.

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The Montana Library Quarterly is indexed in Library Literature and in Contents in Advance.

PRESIDENT'S FOREWORD

It seems to me that libraries all over the State are busier than they have ever been before. This is very gratifying and due, in large part, to the increased publicity librarians have been giving their services. National Library Week is a wonderful opportunity for us to let people know how much the library can mean in their daily lives.

The State chairman, Mr. T. E. Jermin, and the State executive chairman, Mrs. Frances Dufraine, have written to all of you. I want to call your attention to their suggestion that one of the projects they would like to see completed on a State wide basis is the erection of signs pointing to the library. If this project is completed by all libraries in the State, think what a tremendous accomplishment it will be. If there is any reason why your signs are not ready to go up during National Library Week, please make sure that you accomplish the project as soon as you can.

The plans for the meeting of the Montana State Library Association are developing. Elsewhere in this issue is printed the program for this year's sessions. The program has been planned with the idea of its being helpful to public and school librarians, friends and trustees. If you are a public librarian, come yourself and bring your trustees. If you are a school librarian, come yourself and bring your administrator. We're looking forward to seeing all of you in Great Falls, May 6, 7 and 8.

Alma S. Jacobs

****

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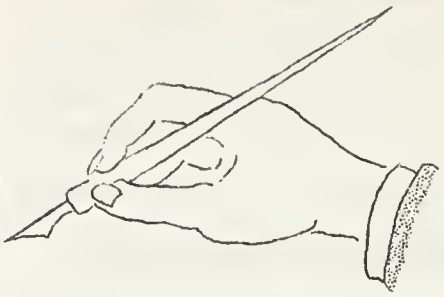
Editorial



In this issue we publish the tentative program of the 47th Annual Meeting of the Montana State Library Association. As we look it over we cannot help but be impressed by the progress the Association has made in the last five or six years. Ten years ago the school librarian was a lonely soul at our meetings; now we have a full-fledged school librarians' division. In fact, we think it is so firmly established that we can turn to other areas. And so this year, we are concentrating on the organization and enlightenment of trustees. They are such an important group that we wonder why we have neglected them so long; actually of course we have to do one thing at a time, and since the occasion seemed to be ripe for the orgarization of school librarians a couple of years ago, we had to seize that opportunity.

Now we have a nucleus of outstanding trustees in Montana, and it will not be surprising if the active librarians are hard put to it to keep up with these lively and imaginative and interesting persons. They are eager to learn and to help, and one thing they can do is to spread the word that the local library board is not a sinecure, nor a desirable reward for elderly, retired persons who are too weary to face and help to solve problems.

Youth, dynamism, understanding, willingness to learn about the library's place in society and to cooperate with the librarian in achieving that place - these are the necessary attributes of the model library trustee.

The relationship between librarian and trustee should be close and friendly, yet businesslike. Each has an essential role to play and each should understand the work of the other. A qualified library trustee has a genuine interest in the library and in improving its services; an interest in the community and its betterment; the ability to work with others. He has business ability and willingness to give the time necessary to perform the duties required of this position. The librarian recommends needed policies to the board, and carries out the policy as approved by the trustees, in the process administering the library, including supervision of personnel, selection of books and other library materials, and maintenance of active public relations program.

As we look at the progress toward better library service in Montana, we know that we have many well qualified trustees in the State. Growth has been possible because of the dynamic role they have played. So let us welcome our new trustees

to the Great Falls Conference and let us learn from them, as they will learn from us. All of us, librarians and trustees alike, are ready to work together for better library service to all Montanans.

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MONTANA: PILOT STATE FOR ALA

School Library Standards

Mrs. Johnson's announcement of Montana's choice as one of the six pilot states for implementation of the ALA School Library Standards came just too late to be include d in the last Quarterly. The choice of Montana is good news, and is in line with other notice that Montana has been receiving in the last few years. The February issue of the ALA Bulletin is devoted to the new standards, and should be widely read.

Mrs. Johnson has issued the following suggestions in connection with this study:

1. Order two copies of the new standards from the ALA Publishing Department, 50 East Huron Street, Chicago 11, Illinois, 2.50 . Keep one for your own information and mark the second for the information of your principal and or superintendent, preferably both. Discussion guides are available also, .65. Combined price for a copy of the standards and the discussion guide, 3.00.

2. Measure your own library against your state standards. If your library is deficient, set up tables of information showing status, standards, and deficiencies, in columns, on such factors as space, seating capacity, staff, book stock.

3. If your library is above present standards (O, happy day!) set up such a table anyway. Study your service to check whether you are reaching the objectives of your school for every child and state deficiencies in these respects. Identify areas where your service should be improved.

4. Talk to your principal and to your superintendent about the forthcoming standards. Read the materials in the INSTRUCTOR (November 1959), the BULLETIN OF THE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS (November 1959), and in SCHOOL LIBRARIES (October 1959).

5. Begin to work out plans with your principal and superintendent for ways to inform your faculty, the school board, and the PTA or citizens groups about the standards. There will be a promotional leaflet and a discussion guide to help you carry out these plans. A date in March or April should be just about right.

6. Ask for permission to present a report on your school library and its need to the school board, as their own celebration of National Library Week.

7. Go to see the director of your local public or county library. Propose that together you develop plans for achieving better service for both public and school libraries in your district---another way to celebrate National Library Week!

8. Inform your State Pilot Representative about your success--even your failures. She is Eilene Morrison, Asst. Professor Library Science, Montana State College at Bozeman.

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SCHOOL LIBRARY STANDARDS

"The new standards will have great significance for the entire library profession, and deserve the active support and cooperation of public, college and university libraries, and library schools, all of which have a vital stake in the products of public schools. The primary responsibility for implementing the standards rests with school libraries, but it is an obligation that must be shared by the entire library profession."

Benjamin Powell
President, A. L. A.

In a recent release from ALA, Eleanor Ahlers points out that the Standards for School Library Programs, the first since 1945, are higher than regional or state ones, and may well require several years to attain. Years of study, research, surveys and suggestions have gone into them, and this implies the time of many organizations and individuals. Grants from ALA and the Carnegie Corporation of New York financed the project, and the committee from the AASL that spearheaded it was co-chaired by Frances Henne of the School of Library Service at Columbia, and Ruth Ersted, supervisor of school libraries for the Minnesota State Dept. of Education.

The Standards emphasize that the library program and the library are the instructional materials center of the school. "The true concept of a school library program means instruction, service, and activity throughout the school library rather than merely within the four walls of the library quarters."

Important chapters for us in Montana are "Materials, Funds, and Staff Needed for School Library Programs, "The Library in the New School," "Library Resources and Services in Schools having fewer than 200 Students." There are also chapters on school boards, administrators, and libraries; school library supervisors, and the school library staff. The publication has an index and a selected bibliography, and there is also something that should be especially helpful in this area where administrative knowledge of library quarters and needs is abysmally low, i.e. an appendix containing policies and specifications for library quarters and equipment.

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Conference Committee

Mrs. Beatrice O'Mahony, Chairman
Miss Zada Bridges, Registration
Mrs. Louise Kjera, Hospitality
Mrs. Frances Dufraine, Favors
Mrs. Helen Anderson, Decorations
Mrs. Mary Hagerty, Publicity

BOOKS I'VE ENJOYED

Sarah Vinke*

Herewith I declare my abiding love and loyalty to Winnie the Pooh and the House at Pooh Corner. Whimsey and philosophy mingle in the little stuffed animals who people these pages. The "stubborn contrariety" of human individuals is delightfully convincing. Piglet, terrified by the gale roaring among the tree tops in the 100 Aker Wood appeals to Pooh: "Supposing a tree fell down, Pooh, when we were underneath it?" "Supposing it didn't, Piglet," said Pooh. Or: "Rabbit's clever?" said Pooh thoughtfully. "Yes," said Piglet, Rabbit has brain." There was a long silence. "I suppose," said Pooh, "that that's why he never understands anything." Kanga, the devoted mother of Baby Roo, Eeyore, the donkey, whose entire energy is devoted to feeling sorry for himself, and the dull, pompous Owl, who overawes the other animals because he can write his own name, WOL, have recognizable qualities of their human prototypes. These books never pall.

Isak Dinesen has woven an enchanting web of mystery, psychology, urbanity in her Seven Gothic Tales. It has a highly civilized --- perhaps even decadent -- atmosphere, where the ghosts of past romantic writing (Gothic Tales are tall tales with the aura of tradition) are a burthen of which the reader is always subtly aware. These exquisite, gossamer tales could have no appeal for the practical mind. The mood of reverie which pervades them is luminous with mellow worldly-wisdom. "The clouds parted, and a few of the constellations stood clear in the sky. The Great Bear preached its lesson. 'Keep your individuality in the crowd.'" "Chivalrousness, I think, means this: to love, or cherish, the pride of your partner, or adversary, as highly or higher than your own." A vein of humor adds to the charm of these stories: "Your side hurts you now where your rib was once taken out." The old captain of the sailing vessel contemptuously likens the modern steamer to a self-supporting woman. The riches of the mind are offered with a grain of salt.

On the serious side, there is Creative Society; John MacMurray herein furnishes a compass for use amid the philosophical and religious confusions of our day. Written soon after Communism became a force in the world, the avowed purpose of Creative Society is to point out the fundamental difference between Christianity and Communism. But the author finds it necessary to define what Christianity means. In showing that all religion is the expression of community; that Christianity, by its assertion that there is only one God, affirms that all mankind belong to one community; that a community by releasing its members from fear and replacing fear with love, unfolds human potentialities, MacMurray defines Christianity. He then contrasts the all-embracing love of the Christian ethic (however its followers may fall short of the goal,) with the purely material concept of Communism. His homely application of Christian principles I find wonderfully wholesome after the plethora of foggy analyses of world situations.

On the train, a year ago, I chanced upon a former student who held out

the copy of Quiet, Yelled Mrs. Rabbitt which she was reading, saying "You ought to be reading this." She was quite right. The sheer fun of being the mother of five demanding, persistent, energetic young individuals bubbles up in every line, despite the obstacle race which is her daily life. All the solemn instructions on family life fall before the vigor of this "so story". Spirits like Hilda Espy's can solve our problems of juvenile delinquency.

Currently (and climactically) there is the literary banquet of Fitzroy Maclean. No detective story could afford more excitement and suspense than the dramatic accounts of real experience in Disputed Barricade, Eastern Approaches and A Person from England. One of the trusted representatives of Churchill in World War II, he gives some of his turbulent adventures in the African desert behind Rommel's lines, in central Persia on a mission to kidnap General Zahidi, in Jugoslavia where he parachuted into Partisan headquarters. Physical and mental courage, the zest for adventure, sensitive human understanding, urbanity, the quiet humor of understatement -- all are here combined in books of rare literary grace. That anyone who had helped to make recent history should have the breadth of vision and the detachment manifest in Disputed Barricade, an interpretation of the life and times of Tito, and in Eastern Approaches, which embraces much of World War II, is a tribute to the sound health and self-confidence of the old Anglo-Saxon blood which relishes insecurity.

*Dr. Sarah Vinke is professor of English at Montana State College. Her special field is Shakespeare, but as this essay shows, she has a catholic taste, and a questing mind that is a delight to encounter.

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A L A

MEMBERSHIP

For the first time in its history the American Library Association is conducting an organized membership campaign. We in Montana have greatly benefited from our national organization. We have only to think of the contributions made by Janice Kee, Gretchen Schenk, Eleanor Ahlers, David Clift and Eleanor Ferguson to realize the help ALA can give us. Without the organized pressure of ALA we should not have the Library Services Act which has done so much for Montana and will do much more. Thus ALA was indirectly responsible also for the helpful visits of Helen Luce and Mary Helen Mahar. Because of ALA we received the Grolier-Americana Scholarship last year which helped some eight persons to get school library training. Because of ALA we are a pilot state for the implementation of school library standards, which is tantamount to saying that our school libraries are going to be greatly improved. In some way, we have all benefited from ALA. Let's show our appreciation and give our support by at least doubling Montana's membership this year. Dues are as follows: Salary $2999 or less - $6; $3000-3499 - $7; $3500-3999 - $8; $4000-4999 - $9; $4500-4999 - $10; $5000-5499 - $12, $5500-5999 - $14; $6000-6499 - $16; $6500-6999 - $18; $7000 and over $20. For information and forms write to Mrs. Peggy Gadbow, State Library Estension Commission, South and Middlesex, Missoula.

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Whitefish Library Does It Again!

It has been announced from New York that the Whitefish Public Library has received a supplementary award of $1000 from the Dorothy Canfield Fisher Library Awards. This is intended for the purchase of books and eligibility is confined to small public libraries. Presentation will be made April 3 as a start for National Library Week in Montana. Congratulations to Mable Engelter and her Board!

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DOROTHY CANFIELD FISHER MEMORIAL AWARD 1960

Mable Engelter

(Editor's Note: When news of the award came through, we asked Mrs. Engelter to write us a short article on how she happened to ask for it and how she planned to spend the money. Here it is!)

We are very happy to be one of the winners of the Dorothy Canfield Fisher memorial awards offered by the Book-of-the-Month Club. This was a wonderful surprise and will help so much to supplement the book collection of our library.

The State Library Extension Commission is doing a fine job in so many ways and keeping us informed regarding possible golden opportunities and this is one of them. I'm sure all Montana libraries received the Dorothy Canfield Fisher award application announcements from SLEC. and I hope all our librarians asked for the applications. Though Whitefish was a lucky winner this year, perhaps some other Montana library can be a winner next year. My advice is -- "take advantage of all these opportunities when they come along."

I was prompted to make application for the award because -- WE NEEDED BOOKS. Some of the particular reasons why I thought our library might qualify are as follows:

1. We are serving a population of about 3250 in the city limits and about 2000 more in the surrounding rural area or a total of about 5250. Our total income for last year was $5087.15. The book

circulation for the fiscal period (July 1, 1957-58) was 17,629. The circulation for July 1, 1958-59 was 29,648. In view of this tremendous increase for a town which has already reached the legal maximum library tax levy, it may be necessary that we transfer funds from our book budget to service expense. (Note: volunteer help is used where possible). We also are involved in a book weeding program which has and will cut more from the total book collection.

2. There are over 100 clubs and organizations in this small community and this library stresses strong public relations. We work with the various groups by helping with their programs. Our library, with the cooperation of the Whitefish Library Association, sponsors regular programs that are of community interest, such as film programs, book reviews, exhibits and lectures and etc. Very soon now, we will have a photo exhibit portraying the early day history of Whitefish. Just collecting the materials has created great enthusiasm and community interest.

By using the award money for good standard non-fiction material, we not only make our library a stronger link in the Northwest Montana Federation of Libraries also -- (Kalispell Carnegie, Flathead County, Lincoln County and Whitefish Libraries). We especially need more reference materials and have a great need for good books in our young people's department. Right now, the shelves of our primary section are nearly empty. Our own budget will support the popular demands and the award money will be used entirely for books that our library needs and we cannot afford. It is hoped this arrangement will do the most for the entire area.

We are grateful to all who participated in this program and we are very grateful to the Book-of-the-Month Club for their clarity of vision and stimulating promotion of awards that will benefit so many by this loving tribute to the memory of the late Dorothy Canfield Fisher, friend of libraries.

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Ralph M. Brown

Victor J. Languille was born in Galveston, Texas where his parents had settled after coming fro m France. His mother was a classmate of Queen Victoria at a private school they attended.

Perhaps Mr. Languille's sensitiveness to the artistic, and ability for fine handwork was a gift from his mother. As a young boy he liked to make things and to work with leather. He was looking for an opportunity in which he could use his talent, and he decided upon book binding because in the early days it was all handwork. He accepted a position as apprentice book binder in a local commercial bindery. Library binding was unknown then. After serving his apprenticeship he moved to the Pacific Northwest and was with the Washington State Bindery at Olympia. His ability was recognized as a Master Craftsman and he was soon given the position of foreman in charge at the Washington State bindery and later with other commercial binderies.

Mr. Languille was interested in experimenting for improvement. In those days blank books were all marble edged, but colors were dull. His formula made for clearness and brightness and was never equaled. In 1905 at Portland's World Fair his handbound books in full leather, hand tooling in gold with delicate and intricate pattern, won blue ribbons. Our business today is the result of his great interest and love for his work.

Mr. Languille saw a need and an opportunity in the library binding field in Spokane, and the business was established there in 1913. The late George W. Fuller, librarian of the Spokane Public Library, was interested in the proposed plans, and he and the library board were delighted with the result of a small order of rebounds.

In 1921 it was my privilege to join the bindery as a partner. Mr. Languille retired from active business in 1936, and passed away in April 1951 at the age of ninety.

Our business has continued to expand and we serve libraries throughout the Pacific Northwest and do individual work in Seattle, other Coast cities, Canada, Alaska, California, Honolulu, Japan and Midwestern States.

We have many rare and treasured books entrusted to our bindery. One secretive book of great value was bound under the watchful eyes of a guard. "Yes, our bindery could tell many an interesting story."

We have endeavored to link the old and the new with modern equipment, retaining our pride in workmanship throughout the years. We are fortunate in doing our work in this atmosphere, as the men and women who have been with the bindery for many years take great interest in their work and are most capable. Our business ethics, wide field of experience and high standard of workmanship, have been appreciated. We continue to look forward to many more years of serving the libraries of the Pacific Northwest.

****

National Library Week

A New York school administrator, Dr. George Collins, suggests that school libraries arrange to present their program of services to the School Board during the National Library Week. Dr. Collins says, "Don't just tell them how many books you have or how many times they circulate. Give them a sense of what a good school library program is--how to work with individual teachers and students to help make teaching and learning more interesting in all subject fields. Give examples from your experience to show what happens when a student gets together with a book that is just what he needs. Make it real and vivid to them." And remind them that the resources and stimulation of a good school library and a good school library staff are vital to a modern, individualized educational program.

"The purpose of National Library Week, a citizens' movement, is to encourage lifetime reading habits and the use and support of libraries of all kinds by everyone. The goal is "a better-read, better-informed America." The Week is not an end in itself. It is only a focal point of a long-range, year-around effort through continuing activities of many groups in 5,000 communities," states William I. Nichols, editor of This Week Magazine.

"It seems to me that this total effort is important because it represents in its largest context the critical question of how the individual will develop in a free society. Education, social science and mass communications are all involved in this struggle.

"In our modern, mobile world, many of the old disciplines are slipping away. For the first time in history, most people really do have a very large measure of free will. But this is not an unmixed blessing. With all the chains broken, many people are now experiencing loneliness, insecurity and fear.

"At this point we can observe two trends in American life. One is to exploit this loneliness in negative ways, offering various--and often harmful--forms of anodyne and blind escape, and producing many of the criminal, delinquent and neurotic aspects of our present society.

"The other way is to encourage the development of those inner resources of mind and character which contribute to the healthy growth of the free individual and the free society.

"The struggle between these two trends concerns us all. And it is this which, in my opinion, gives National Library Week its interest, its importance and its inspiration. Our objectives go far beyond any project for the making, or selling, or lending of books. In effect, what we offer is an expanding opportunity for the nation's libraries to unite with all other interested elements of the community to stress those enduring values of goodness, beauty, wisdom and understanding which are so essential to the survival and growth of a free civilization. No one could ask a greater privilege than to share in a program like this."

Each school librarian is in a key position to observe NLW by enlisting his students' help (planning, executing, and evaluating), emphasizing what a good

program does for the school, and pointing up needs of his particular school. Be sure your students report your activities in the contest at the spring Montana Student Librarians meeting, April 29, and 30 at Bozeman.

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Rocky Mountain College's New Library

Hazel Christiansen*

Rocky Mountain College dedicated its beautiful new library with impressive ceremonies on October 25, 1959. The dedicatory address was given by Dr. Ralph W. Decker of Nashville, Tennessee, Director of Secondary and Higher Education for the Methodist Church.

The "Big Move" to the new library was on November 10th, which is known on the campus as "Library Book Brigade Day". This gave the faculty as well as the students the opportunity of becoming better acquainted with the contents of the library. The wealth of materials and books that were uncovered while moving was most fascinating and surprising and provided a most enlightening experience to all who assisted in this project.

The library will now attain its rightful place as the cultural and educational center on the campus. Many student and faculty meetings are already being held in this splendid, versatile building.

Space will no longer be a problem, for the new library will be able to house nearly 100,000 volumes. The attractive reading room will take care of nearly 100 students at one time. Just off of the reading and stack rooms is the beautiful work room with large picture windows on the south. The receiving room with adequate shelf and drawer space for library supplies is conveniently located between the work room and the loading dock on the east.

What a joy to Dr. Kuhns and me to have separate, attractive offices, while in the old library there were no private corners, even, in which to work.

The soft, attractive colors in the various rooms with light asphalt tile floors, the many large picture windows in all the rooms, the spaciousness of the entire building make it an inspiration and a challenge to those who work in it. The lighting system in the building is the very latest and very effective.

The special features in the new library are the audio-visual room, a class room, students lounge and the periodical room all located on the main floor. In the basement are more stack space for books, periodical storage space, rare book room, rest rooms and a map room.

Also located in the basement is a church conference room and the charming little Bunch Memorial meditation Chapel, beautifully furnished, where faculty and students may go to find quiet, peaceful moments to converse with their God.

There is already a marked increase in the use of the library by both the faculty and students. The use of it will continue to grow as the contents are made more available.

A welcome is extended to all librarians in the state when in Billings, to visit us. The staff will be most proud to show it to anyone who may be interested.

(Details of Building: 124 ft. x 75 ft.; 9300 sq. feet on each of two floors; fluorescent lighting, except incandescent lights in basement stacks. Cost of building $275,000; estimated cost of furniture and equipment: $65,000.)

*Mrs. Christiansen is associate librarian of Rocky Mountain College.

AMONG FRIENDS

Beverly Bemis

Help
Encourage
Library
Progress

The next two months include not only the special week devoted to highlighting the vital role of libraries in our lives, but also another very welcome event: the MSLA annual conference in Great Falls, May 6, 7, 8. The theme of the conference this year is Open the Door to Your Public Library, one which very aptly expresses our goal as Friends.

The opening day of the conference is to be devoted especially to library trustees and friends. Trustees, Friends, and Librarians will participate in a fine program concerned with our role in improving library service in Montana. Friends will be asked to serve on the hospitality committee and to take part in the program. If you have not already circled May 6, 7, 8 on your calendar, be sure to do so now. You will want to be sure that your community is represented at this first Trustees Conference by the Librarian, her Board, and many friends.

While your pencil is out, reserve Saturday, May 7, for the Friends and Trustees luncheon and the yearly business meeting. I am sure you will find the entire program truly inspiring and helpful, and I am looking forward to seeing you there.

NLW's theme this year is Open Wonderful New Worlds, Wake Up and Read. The emphasis is as always on the importance of reading for all our citizens. Let us make a special effort during April 3-9 to open wide the doors of the library to every member of the community.

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I could hunt for silver
Or maybe gold instead
But treasures aren't worth near as much
As all the books I've read.
For books are keys to wisdom
And gates to lands afar
It's really hard to put in words
How wonderful books are.

- By a fifth grade pupil in Waukegan, Illinois

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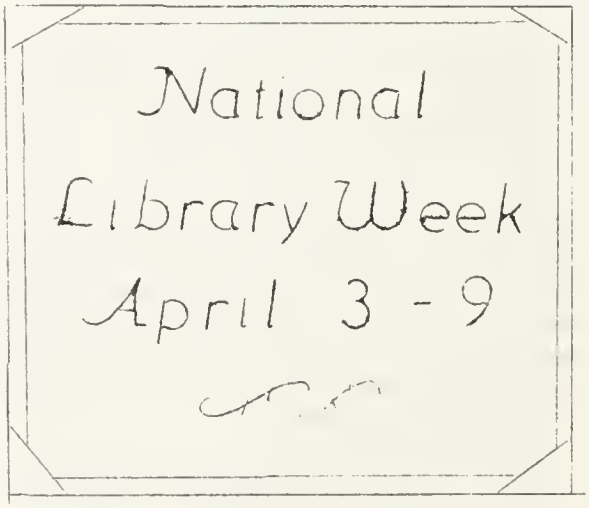
NEWS FROM PNBC

Kathleen Campbell

The new Executive Committee of the Pacific Northwest Bibliographic Center held its first meeting in Seattle, Washington, on November 21, 1959. Members attending were Esther Allen, Hood River County Library; Marion Bingham, Boise Public Library; Loeta Johns, Seattle Public Library; Kathleen Campbell, Montana State University Library; and Willard E. Ireland, Provincial Library and Archives. Also present were Elizabeth Findly, Chairman of the former Board of Managers; Lucille Duffy, University of Washington Library; Irving Lieberman, PNLA President; and Mollie Hollreigh, PNBC Director.

Miss Johns was elected Chairman of the Executive Committee for the current year.

A committee was elected consisting of Miss Johns, Miss Duffy, and Mr. Ireland, Chairman, to draw up by-laws for the PNBC Council.



The need for special studies of problems facing the Center, as suggested in the Swank report on the PNBC, was discussed and it was suggested that the Executive Committee ask the assistance of the Council-at-large, the faculty of colleges and universities in the region, and the students in the School of Librarianship of the University of Washington, if such help is needed.

Miss Hollreigh was authorized to write libraries holding unwanted last copy collections releasing them from the obligation to keep the books, but suggesting that they clear first with their State libraries before discarding any material of historical or research value.

The question of financial support was brought up, and the Chairman was instructed to appoint a committee to look into the financial situation of the Center.

The need for a subject specialization program was explored, and it was recommended that this matter be referred to the PNLA College Division.

Frequency of meetings of the Executive Committee was discussed, and it was agreed that there should be two meetings a year of the full Committee, one at the annual PNLA Conference, and one on call of the Chairman, traveling expenses of the latter to be paid from PNBC funds. A quorum of the Committee was fixed at three.

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CMSLA

Constance Piccioni

An enthusiastic group of about seventy-five high school students attended the winter meeting of the Central Montana Student Librarians Association that was held at the Helena High School Library on February 8th. They represented Bozeman Senior, Willson Junior and Rosary High Schools of Bozeman, as well as the High Schools of Belgrade, Butte, Clyde Park, Helena, White Sulphur Springs and Wilsall.

The meeting was planned and conducted by the student officers. Mrs. Peg Gadbow and Miss Eilene Morrison were speakers at the morning session. After a brief business meeting, the afternoon session was turned over to a discussion on "Problems of Today's Youth".

The discussion was ably led by Donna Wilson of Wilsall High School, who is one of four young people selected by Governor Aronson to represent the youth of Montana at the 1960 White House Conference in Washington, D. C.

Donna asked her youthful audience such questions as "Are we placing our moral standards high enough?", "How much does family living, as exemplified by doing things together, mean to us?" and "Are we making the most of our educational opportunities?"

It was gratifying to note that these young people were capable of presenting ideas that were, in the main, sound, well-expressed and intelligently discussed. I consider it both a privilege and a pleasure to have been invited to join the group for this meeting.

MONTANA STUDENT LIBRARIANS STATE-WIDE PUBLICITY CONTEST for National Library Week

April 3 - 9, 1960

Schools nation-wide will be participating in National Library Week next April. To encourage high school students to take part and make the program outstanding for Montana, we invite you to enter a publicity contest in which all student library assistants are welcome. The prize for the best entry will be an attractive collection of books for the high school library.

The rules are as follows:

1. Entries shall consist of a written outline accompanied by pictures and other descriptive material of a project used to publicize National Library Week, April 3 - 9, 1960.

2. The motto: "OPEN WONDERFUL NEW WORLDS: WAKE UP AND READ" shall be the theme for the project.

3. The project must have been planned and executed by library assistants or library club members--acting either individually or collectively.

4. Advisers shall be limited to faculty members of the school.

5. All entries must be approved by the school librarians or student library club faculty advisor.

6. One entry only from each school may be submitted at the 1960 meeting of all Montana Student Librarian Assistants. The meeting will be held April 29, 30 at Montana State College in Bozeman during High School Week.

7. There is no limitation on the type of publicity program (i.e.

window display, posters, book exhibits, skits, etc.)

8. Each entry must tell where the project was set up or presented, give an estimate of how many people viewed it or other indication of its influence, tell how many students participated in the project and in what manner.

9. Entries must be accompanied by a newspaper clipping announcing the publicity project in the local community.

10. Each entry will be judged on originality, effectiveness in arousing interest in books and artistic presentation.

11. This year the emphasis will be on the library program in the schools.

12. Entries should not exceed 24" x 20".

SEND YOUR ENTRY TO: Miss Eilene Morrison, Asst. Professor of Library Science, Montana State College, Bozeman, Montana.

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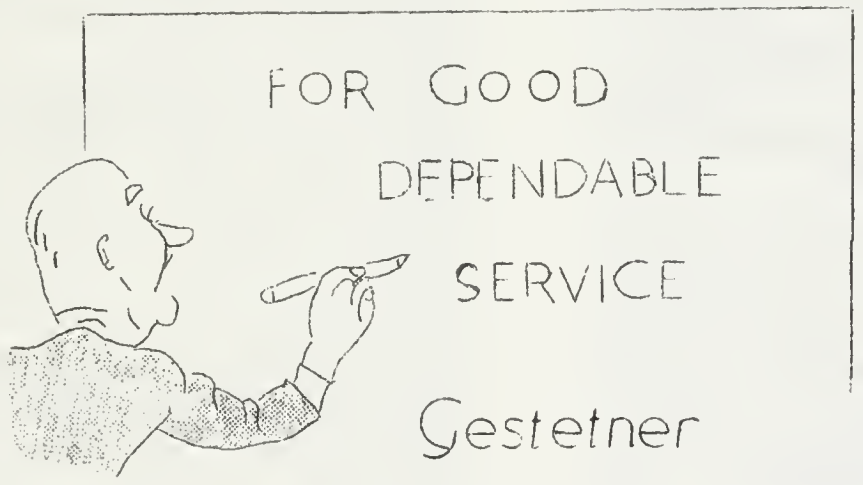

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School Library Courses

Summer 1960

(Editor's Note: We hope that all librarians who see this list will call these courses to the attention of the local school administrators. Pressure for the improvement of school libraries in Montana is growing, and the units of the University System are doing their best to meet the need for library training)

I. Montana State University

Educ. 340. Children's Literature. First 5 weeks, 3 cr. MTWThF at 11:00, Be 112. Second 5 weeks, 3 cr. MTWThF at 1:00, LA 105. A critical survey of children's literature. The elementary school library. Miss Brown.

Educ. 343. Organization and Administration of the School Library. First 5 weeks. 3 cr. MTWThF at 1:00, LA 105. Designed for part-time teacher librarians without library training. Objectives of school library service, library routines and procedures, library quarters, equipment and costs. Miss Brown.

Educ. 344. Cataloging and Classification. First 5 weeks, 3 cr. MTWThF at 9:50, To 101. Prerequisites: Education 343 or equivalent, consent of instructor. Principles of classification and cataloging for small libraries. Miss Brown.

Educ. 345. Bibliography and Book Selection. First 5 weeks, 3 cr. MTWThF at 7:30, LA 105. Prerequisites: Education 343, consent of instructor. Principles and practices of book selection and order work for the small library. Study of book lists and bibliographies. Miss Brown.

Educ. 346. Library Reference Materials. Second 5 weeks, 3 cr. MTWThF at 7:30, LA 105, Prerequisites: Education 341 or 343. Basic reference books and bibliographies commonly found in small libraries with special attention to reference methods, citation, and bibliographic form. Miss Brown.

Educ. 347. Audio-Visual Aids. First 5 weeks, 3 cr. Sec. 1: MWThF, 8:40-10:50, BE 111. Sec. 2: MTWTh, 2:10-4:20, BE 111. Emphasis on classroom utilization of projection --16mm., filmstrip, photographic, and handmade slides, overhead and opaque; tape recordings; and other instructional materials. Credit not allowed for this course and Music 363. Mr. Schutte.

Educ. 443. Library Workshop: The Instructional Materials Center. Two weeks, July 18-29, 3 cr. Daily sessions, 9:00-12:00 and 2:00-4:00. A special workshop to deal at an advanced level with the utilization of the library as an instructional materials center. Special attention to the library as a center for audio-visual aids. In addition to general session and committee work, students will be given the opportunity to work on problems of special interest to them within the workshop topic. Mr. Darling, director; Mr. Goldberg.

Educ. 494. Seminar: Organization and Administration of Audio-Visual Aids. Five weeks, June 13-July 15, 2 cr. MTTh, 3:20, BE 210. Prerequisites: Education 347 or equivalent, and teaching experience. General sessions three days each week plus individual work on selected topics. Mr. Schutte.

II. Montana State College

L.S. 301. Library in Teaching. First half. 3 cr. To present the use of library materials as subject enrichment of teaching and of the selection and use of materials in general reference and in specific areas. Miss Wegn r.

L.S. 402. Cataloging and Classification. First half. 4 cr. lect.-lab. Designed to help prospective school librarians of an elementary or secondary school order, catalog, circulate and display books and periodicals. Miss Wegner.

English 403. Children's Literature. Second half. 3 cr. Prerequisite, L.S. 301 and third year standing, or consent of instructor. Reading, discussion and written and oral reports on a large number of children's books, in order to acquaint students with the field and help them develop criteria for judging what is acceptable. Required of Elementary Teaching majors; recommended for English, Home Economics and Physical Education Teaching Majors. Mrs. Hess.

III. Northern Montana College

Educ. 305. Elementary School Library - Methods and Materials. 2 cr., ten weeks. Organization, administration, and development of the elementary school library; instruction in simple methods of cataloging and classification; care and repair of books; stimulation of wider use of books for recreation and study; book selection, including evaluation of reference materials; service of school library to the community; and the utilization of library resources of the state. Lectures, outside reading, and term projects. Mr. Moores.

MSU, MSC and NMC summer terms run for ten weeks: June 14 - August 19. This is broken down into two halves: June 14 - July 15 and July 15 - August 19.

IV. Eastern Montana College of Education

School Libraries - 2 hrs. credit, twice a week - 9 wks.
Organization and Administration of School Libraries - 3 hrs. credit - 6 weeks.
Classification and Cataloging of School Libraries Materials - 3 hrs. credit - 6 weeks.
Selection of Library Materials and Bibliography - 3 hrs. credit - 6 weeks.
Reference Materials for School Libraries - 3 hrs. credit -6 weeks.
School Library Practice - 3 weeks - 1 - 4 hrs. credit.

V. Western Montana College of Education

1. Book Selection

2. Library Organization and Administration

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MSLA

ANNUAL CONFERENCE

GREAT FALLS

May 6 - 8

CONFERENCE OF WESTERN EXTENSION LIBRARIANS

Phoenix, Ariz., March 1959

The Proceedings of this first conference have come to hand, and although they are drastically summarized, they make interesting reading. The occasion obviously provided the needed opportunity for state extension librarians to pool experience and gain ideas and inspiration through both formal talks and informal discussion.

Mrs. Schenk was consultant and program leader, and in addition to Miss Luce from the Dept. of HEW, and Miss Ferguson, from ALA, 29 librarians attended from 14 western and southwestern states.

Two of the businessmen who spoke were all for libraries, of course, but apparently were more preoccupied with taxes and government spending. The third undertook to instruct librarians in their duties. The chances are that all three learned a lot.

The remainder of the conference dealt with descriptions of demonstrations, techniques, and experience, and discussions of these things. Central processing, various types of regional libraries, function of state libraries, costs of service, public relations, all came in for a share of discussion. Comments were also made on such programs as those of the Jaycees, and on the modern role of Women's Clubs. One gets the impression that community groups still need a bit of educating; undoubtedly when they once understand, they will help with enthusiasm and skill.

Mention was made of the ALA decision to push for the full $37,500,000 that should have been voted for the LSA, no matter how long it takes to get it. Some states are already planning to work for state aid to equalize library service within the state.

In summing up, Miss Ferguson listed the following important points:

1. Influence of economic factors.
2. Importance of careful planning.
3. Need for realistic budgets.
4. Importance of good relationship between librarian and community.
5. Need for knowledge of community
6. Virtues of patience and compromise.
7. Place of state aid.
8. Need to use all resources, especially human (Mention here of the care and feeding of state associations)

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REPORT OF PNLA REPRESENTATIVE

Alice M. Ridenour

The 1960 PNLA convention will be held at Sun Valley, Idaho from Sept. 21 thru Sept. 24th. Reserved meal functions will start with dinner on Wednesday and conclude with lunch on Saturday. American plan rates will be in effect and the price will depend upon the type of room requested. The prices will probably range from $11.00 to $21.00 per day. The next issue of the PNLA Quarterly will carry complete information about the accomodations and also some preliminary information concerning the program. I hope Montana will be well represented at Sun Valley this year. Begin to make your plans now to attend.

****

Report Of A L A Representative

A L A MIDWINTER, 1960

Ruth O. Longworth

A pre conference workshop on the Library Services Act and State Grants in Aid was called by John Lorenz, Director of the Library Services Branch, for all state agencies for Wednesday, January 27. We spent a full day with John and other members of his staff, hearing progress reports from states where such grants exist. It is gratifying to know that progress is being made in this area, thus fulfilling the purpose of the Library Services Act, which is designed to stimulate local and state support. Certainly Montanans must plan ahead for some such program.

Germaine Krettek's report was thrilling to hear. Without solicitation from the A.L.A. Washington office, Senators and Representatives were busy on the first day of Congress presenting a variety of bills asking for the continuation of L.S.A. Germaine says "Now is the time to write your Congressmen about the success of the L.S.A. program in your state to date, the importance of obtaining all of the funds authorized this fifth year and the need for the extension of the Act to reach the goals you have established. Every Representative will need a great deal of mail if this legislation is to be successful in 1960."

Several of the states now have set up a Library Advisory Council, a committee to work in accord with the state agency to assist in favorable legislation and to help throughout the state to interpret the state library's services. Some of the state library associations have engaged a legislation advocate to lobby for library legislation. This has proven to be most effective in several states.

A. L. A. Council did not meet until Saturday, January 30. The time in between was very busy indeed with conferences with Helen Luce, Gretchen Schenk, Mary Helen Mahar, Eleanor Ahlers and Eleanor Ferguson. I hope this last Eleanor will be able to meet with us at M.S.L.A. in May.

Dick Darling was at the Conference. He is doing a splendid job as Director of School Libraries in Livonia, Michigan - is looking forward to his workshops in Montana this summer, available to us under his Dutton-Macrae Award. He sends warm greetings to his many good friends in Montana.

I represented Montana at the meeting to discuss the new Headquarters building for A. L. A. We had an opportunity to see pictures of the decrepit old landmark which is now occupied by the staff and the proposed beautiful new building. Hannis Smith, State librarian of Minnesota, suggested that it be built by membership pledges and said that if every member would double his dues for a four year period, this would cover the costs. The idea was endorsed by those present.

The National Library Week meeting was very good. Plans are brisk in every state for an all-out observance.

I had a most profitable visit with Miriam McNally, Director of the Public Relations Planner. As a result, we are to have Miriam in

Montana sometime during the first two weeks in June for a meeting with the coordinators. The two day institute will be called "A Pilot Workshop on Library Interpretation."

Most exciting was the meeting with Russell Thatcher, Awards Director for the Dorothy Canfield Fisher Award, where plans were made for the presentation of the prizes. Mable Engelter's Whitefish Library is one of the proud winners and April 3rd, the first day of National Library Week, is the day for the presentation. Dorothy Johnson will present the check for $1,000.00 for books from the Book of the Month club, Alma Jacobs, Tom Jermin and librarians and trustees will all be there. Kathleen Campbell and I will accompany Dorothy Johnson from Missoula.

****

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BOOK REVIEWS

"Hold Back the Hunter"

"Hold back the hunters" was the plea of those men who made the first official expedition into the Yellowstone in 1870. It is the fear that the first of America's National Parks will one day no longer be a retreat of primitive beauty or a sanctuary for wild animals. Dale White in her novel for young readers has created a symbol of the struggle to keep the original idea of the National Park in the young half Indian boy, Gabe. He accompanies the Washburn-Langford-Doane Expedition of 1870 in its journey into the Yellowstone country as they try to establish the truth of the tall tales of the Indians and trappers.

The actual story of that expedition is told here and Dale White conveys the excitement of discovery each time Gabe and the Party find the facts behind Jim Bridger's tall tales; the river that was hot on the bottom, cold on the top, the hissing, roaring dragon's mouth and, at the last, the most spectacular wonder of all in the water which "spouted higher'n a flagpole". The problems facing these men make up the background of a long pack trip into the wilderness and the battles with rough country weather.

The final chapters of the book do not seem to quite belong; although the story of the Hayden Expedition which came next, and which Gabe accompanies, and the triumphant announcement of a national park are

part of the theme of Hold Back the Hunter, these seem to be separate events in themselves. In the person of Gabe, Mrs. Place uses the well-tried figure of an immature boy who passes from an Indian and small boy fear of the unknown to the place in which he can look into the hissing caves with the eyes of courage and intelligence. He may not seem very real at times, but the events of which he is part would over shadow almost any character.

This novel is part of a projected series of novels for young readers, set in the regions of America's National Parks. If they are all as good as this one, they would be good reading for any family planning a trip among America's natural wonders.

Mary Clough Schmiedeskamp
Billings, Montana

White, Dale. Hold Back the Hunter. 189 p. John Day Co. 1959, $3.50

"Cowboy-artist, Charles M. Russell"

Mr. Russell was born in St. Louis but came to Montana in 1880, when he was only fifteen. The story of his life is not only that of an adventurous self-taught artist, but also is an account of Montana history during its most exciting period. Much of the warmth of Charlie's personality shines through in this creditable junior biography. Traveling from ranch to ranch, stopping wherever there was a warm bed and a job, Charlie associated with men who, like himself, were uneducated except in the ways of the range. Even after he became a famous artist and was receiving hundreds, and even thousands, of dollars for his paintings, his happiest days were spent in his own private studio spinning yarns and cooking grub for friends from the surrounding ranches.

Charles Russell was no business man. His wife, the former Nancy Cooper of Great Falls, handled all money matters. During the period that people were not yet clamoring for paintings by the cowboy-artist, Nancy personally peddled the pictures wherever anyone would look at them.

Both the appearance and the disappearance of the cattle rancher in Montana were observed and recorded by Russell. Thus, any biography of him proves of great value and interest to students of Montana history. When he died in 1926, Charlie also took with him memories of Indian life which any western historian would cherish.

The book suffers from a lack of pictures, but the enthralling tales will nevertheless hold the attention of any "cowboy-story" fan. Follow it by a more complete Russell biography, the Will James stories, or a good Montana history.

The cloth binding and readable print are typical of Messner biographies. Suitable for junior high or slow readers in senior high school.

Dorothy Wegner

Garst, Doris Shannon. Cowboy-artist, Charles M. Russell. New York, Julian Messner, c.1960, 192p. $2.95

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47TH ANNUAL CONFERENCE
MONTANA STATE LIBRARY ASSOCIATION

PRELIMINARY PROGRAM

Registration	May 5	7:00 P. M. to 9:00 P. M.	
	May 6	8:00 A. M. to 11:00 A. M.	2:00 P. M. to 4:00 P. M.
	May 7	8:00 A. M. to 11:00 A. M.	

May 6 - Friday 9:00 A. M. First general session - Rainbow Hotel

Presiding: Mrs. Alma S. Jacobs, President

Panel discussion "The Free Public Library Story on the National, State & Local Level"
Moderator: Mrs. R. D. Warden, Trustee, Great Falls Public Library
National scene: Miss Eleanor Ferguson, Exec. Sec., Public Library Division, ALA
State Library: Mrs. Peg Gadbow, Consultant, MSLEC
City, County & Regional Libraries in Montana: Mrs. Robert Herrig, Coordinator, Northwest Federation of Libraries, Libby

"The Role of the Library Trustee" - Mrs. Hugh McNamer, Trustee, Conrad Public Library

Luncheon - Rainbow Hotel - Mrs. Leo C. Graybill, presiding, Great Falls Trustee

Second general session - Rainbow Hotel

Role Play
1. "A Library Board Meeting"
2. The Library Board Seeks County Support"

"Planning a Library Budget to Achieve Minimum Standards"
"Achieving Standards Through Cooperation"
Questions and Answers: Mrs. Ruth Longworth, MSLEC
Summary: Mrs. R. D. Warden and Miss Eleanor Ferguson

Banquet - Rainbow Hotel - Miss Kathleen Campbell, presiding, Librarian, Montana State University Library
Speaker: Mr. William Ready, Director of Libraries, Marquette University Library "Books, the Reader and the Writer"

May 7 - Saturday 8:30 A. M. Third general session - Rainbow Hotel

Business meeting

Miss Lucille Hatch, Denver School of Librarianship, Speaker
"The New ALA School Library Standards"

Panel discussion
Mrs. Letitia Johnson, Chairman, School Libraries Div., MSLA, Ronan
Linus Carleton, Dean of Education, Montana State University, Missoula
Mrs. Inez Herrig, Librarian, Lincoln County Free Library, Libby

Summary

Luncheon - Rainbow Hotel
Friends of Libraries and Public Librarians
Mrs. Robert Bemis, presiding - Business meeting
School Librarians
Mrs. Letitia Johnson, Chairman, School Libraries Div., MSLA, presiding

Fourth general session - Rainbow Hotel

Panel discussion - Library Buildings
Frances Wells, Chairman-elect, School Libraries Div., MSLA

Book Selection
Mr. William Ready
Miss Lucille Hatch

Banquet - Rainbow Hotel - Mrs. Helen Prichard, Librarian, Stillwater County Library, Columbus, presiding
Speaker: Mr. Robert Fletcher, Writer, "Free Grass to Fences"

May 8 - Sunday 9:00 A. M. - Fifth general session - Rainbow Hotel

Breakfast
Business meeting, Mrs. Alma S. Jacobs, presiding
Installation of officers

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47TH ANNUAL CONFERENCE
MONTANA STATE LIBRARY ASSOCIATION

ACCOMMODATIONS IN GREAT FALLS

YOU ARE INVITED

The Montana State Library Association and the librarians of Great Falls cordially invite you to attend the 47th Annual Conference of the Association at Great Falls, Montana, May 6, 7, 8, 1960.

The preliminary program is in this issue of the Quarterly.

All meetings and functions will be held in the Rainbow Hotel.

Registration at the Rainbow Hotel as follows:

Thursday	May 5, 1960	7-9 p.m.
Friday	May 6, 1960	8-11 a.m. 2-4 p.m.
Saturday	May 7, 1960	8-11 a.m.

Facilities will be provided to receive your M. S. L. A. dues at the registration desk, when it is open.

Rates and Locations of Hotels and Motels
Great Falls, Montana

Hotels

	Single	Double	Twins
Rainbow Hotel 20 Third St. No.	$5.50 to 7.00	$8.50 to 10.00	$9.50 to 11.50
Park Hotel 100 Central Ave.	$3.75 to 5.00	$5.25 to 7.00	$4.00 to 5.00 per person
Johnson Hotel	$2.50 to 4.00	$4.00 to 6.00	$5.00 to 7.00

Motels

	Single	Double	Twins
Don Plaza 1224 10th Ave. So.	$6.00	$6.50	$8.00
Midtown 526 2nd Ave. No.	$6.50	$8.50	$10.00
Country Club Country Club Addition	$6.50	$7.50	$10.50
Town and Country 2418 10th Ave. So.	$5.00 and up	$6.00 and up	$7.00 and up

(Make room reservations direct to Hotel or Motel)

PLEASE MAIL THIS FORM TO:

Miss Zada Bridges
MSLA Registration Chmn.
Public Library
Great Falls, Montana

I plan to attend the M. S. L. A. Annual Conference, May 6, 7, 8, 1960.

Please reserve my tickets for:

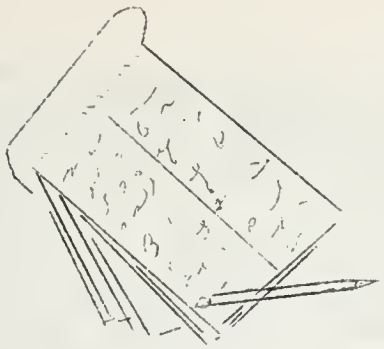
			Yes	No
_____	Friday Luncheon	12.15 p.m.	$1.50	
_____	Friday Dinner	7:00 p.m.	$2.75	
_____	Saturday Luncheons	12:15 p.m.	$1.50	
	_____(a) Friends, Public Librarians and Trustees		(check one)	
	_____(b) School Librarians			
_____	Saturday Banquet	7:00 p.m.	$4.00	
_____	Sunday Breakfast	9:00 a.m.	$1.50	
_____	Registration		$1.00	

Please make reservations by April 25th, so we can know approximately how many to plan for.

Name_____

Library_____

Address_____



NEWS AND NOTES

The issue of the Library Quarterly for January 1960 is devoted to the subject of elementary and secondary education and school libraries. It is the proceedings of the 24th Annual Conference of the Graduate Library School of the University of Chicago. School Librarians in Montana will doubtless wish to read it with care, and to call the attention of their administrators to it. It is published by the University of Chicago Press, 5750 Ellis Avenue, Chicago 37, and costs $2.50.

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John Cotton Dana Awards

Recognition of the best publicity of the year will again be made through the medium of the John Cotton Dana Awards. The contest is sponsored by the Wilson Library Bulletin and the Public Relations Section of the ALA Library Administration Division. Formal entries are due April 1st, but scrapbooks need not be delivered until April 15th. There are separate awards for size and type of library. Write to Wilson Library Bulletin, 950 University Ave., New York 52; or to the ALA, 50 East Huron St., Chicago 11.

****

Book Selection Helps for School Libraries

New editions of Basic Book Collection for Elementary Grades and of Basic Book Collection for Junior High Schools are now available from the ALA at $2.00 each. These are intended to help small and medium-sized schools that may not have trained librarians, and they have been prepared with the assistance of school librarians and of consultants from several national educational organizations.

****

Scholarships

The H. W. Wilson Company has again made available a series of scholarships for library training. Each is of the value of $500 and one will be given to each of the accredited library schools of the country over a period of four years. In our region, the University of Washington will be a recipient in January 1961.

****

Censorship

Some anonymous person sent your editor a copy of The Nation for November 21, 1959, containing Donald Strout's review article on Marjorie Fiske's book entitled Book Selection and Censorship; a Study

of School and Public Libraries in California, Univ. of California Press, 1959, $3.75. We had not thought it necessary to review this book in the MLQ because it has had quite wide attention elsewhere. We do think it deals with a matter of great importance to librarians and communities and for that reason we hope our Montana librarians will find time to read it.

****

CHICAGO GRADUATE LIBRARY SCHOOL

ANNUAL CONFERENCE

The 25th annual summer conference will be held August 15-17 to consider the topic "Persistent Issues in American Librarianship". Among the subjects to be considered are Recent Social and Cultural Trends; Trends and Findings in Modern Scientific Research; Developments in Extension and Cooperation; The Changing College; Professional Education and the Utilization of Personnel; Adult Education Needs. For information write Dean Lester Asheim, Graduate Library School, University of Chicago, Chicago 37.

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MONTANA SCHOOL LIBRARY COMMITTEE

A meeting was held in Helena January 9. Reports on activities brought forth the following: MEA meeting at Billings: announcement by Mary Harstad at general session of the pilot program; talks at library sectional meeting by Mr. Sando and Miss Morrison; book exhibit by Bill Pate. MEA meeting at Great Falls: Frances Wells spoke at the library section meeting and gave help in forming student librarians group; at the breakfast Katherine Anderson showed posters and reported on the School Library Committee's work. MEA meeting at Glasgow: Erick Erickson reported on the pilot program; at the library sectional meeting Dorothy Wegner presented the role of the library in the high school; Lucille Brown arranged a book exhibit. MEA meeting at Missoula: overflow meeting of the library section; Peg Gadbow spoke and exhibited books and posters at the library and the rural teachers sectional meetings; announcement of pilot program was made at general session.

Mrs. Longworth appointed an MEA contact committee consisting of Frances Wells, chairman, Lucille Brown and Letitia Johnson, to assist library sectional chairmen to find speakers, to coordinate activities and to be a clearing house for program suggestions.

Letitia Johnson was appointed secretary of the School Library Committee. The next meeting will be held April 9.

Linus Carleton reported for the handbook subcommittee, which had met in Helena on December 30 and on January 8. At the December 30 meeting Miss Miller asked that a final draft be prepared for printing. She thought the handbook should be primarily for librarians without experience, but it should also be helpful to all librarians. It is her hope that it will produce more uniformity in library practice. She would like to have it ready for distribution at the opening of the school year in September 1960.

The subcommittee recommended:

1. That some items should be eliminated, e.g. standards, which are available elsewhere.
2. That careful editing eliminate, as far as feasible, too technical terms.
3. That final editing be done by the librarian members of the subcommittee, after trying out some of

the explanations on the layman members of the subcommittee.
4. That it should be attractive and easy to handle, and printed if possible.
5. That the bibliographies should be clearly indicated as suggestions only, and that other books may be equally appropriate.

In summary, Mr. Carleton suggested that the functions of the subcommittee are (1) to screen for content, and (2) to edit for simplicity, conciseness and consistency. Inez Herrig pointed out that the standards describe what we want, and the manual should tell how to attain this. The subcommittee is to complete preparation of the manual for final printing in early summer.

Mrs. Longworth spoke of the forthcoming workshop in Lewistown and circulated materials to be used there. Mrs. Moore asked that this information be sent to county superintendents and Mr. Sando asked that selection and weeding information be sent to all schools. Mrs. Longworth said it was hoped workshops could eventually be held in each county. She asked Mr. Sando and Mr. Olson to call the attention of all schools to the new Basic Booklists to be released by ALA early in 1960.

Mrs. Johnson announced that Montana had been selected as a pilot state for implementation of the new ALA school library standards, and that this would be discussed at the MSLA meeting in Great Falls in May.

Various plans to publicize the MSLA among the schoolmen were discussed.

****

NOTABLE BOOKS OF 1959

The list of notable books of 1959 has been released for publication. As it will be reprinted in virtually all other library periodicals, we are not carrying it here. Among members of the Notable Books Council which made the choice is Erana Stadler, who was formerly on the staff of the Great Falls Public Library. Copies of the list are available from the ALA Publishing Dept., 50 East Huron St., Chicago 11 at the following bulk prices, prepaid, and with space for your own imprint, which you will have to add yourself: 50 copies - $3.50, 100 copies - $5.00, 250 copies - $10.00, 500 copies - $16.00, 1000 copies - $28.00, 2500 copies - $60.00, 5000 copies - $100.00.

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BOOK MEMORIALS

The idea of giving books to public libraries as memorials appears to be growing. This is excellent, but of course the librarian should always be consulted in advance, so that the books chosen will be sure to be appreciated and used.

****

READING CONTESTS

The Hill County Home demonstration clubs have completed their book reading contest for the third year, and have begun a new one which will be completed in the fall of 1960. Non-fiction appears to have been very popular this time, and all clubs made a big total reading gain over last year. The Cottonwood Club (Mrs. William Pruys, reading chairman) was first, and the Kremlin Club (Mrs. Emma Twedt, readin g chairman) was second.

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TRUSTEES' WORKSHOP

Careful planning has been taking place to make this an outstanding

workshop. It will be held in conjunction with the MSLA meeting in Great Falls in May, and thus the trustees will have an opportunity to see our Association in action. All public librarians will want to encourage as many of their trustees as possible to attend. There is much to be learned and greater understanding will bring better cooperation, leading inevitably to improved library service and a much better informed public.

****

FRIENDS OF THE LIBRARY

Friends groups are proliferating all over the State and this is a most hopeful sign. From Butte we have news of the Friends' plan to make observance of National Library Week the highlight of their 1960 activities. Conrad held a Friends' dinner in February at which A. B. Guthrie spoke. Your editor would be pleased to hear of the activities of other local Friends' groups so that we can mention them in these columns. Novel and interesting plans or occasions can stimulate others.

****

STANFORD'S NEW LIBRARY

Stanford and Judith Basin County Public Library is to have a new building soon. It is the gift of N. B. Matthews, president of the Basin State Bank of Stanford, and is a memorial to his wife, Loretta Matthews. The building will be located just north of the courthouse and it will be of brick on a 34 x 40 ft. concrete slab. It will have a separate children's room. We all rejoice with Mrs. Wineman over this fine gift to Stanford and Judith Basin County.

****

INTERESTING ADULT BOOKS OF 1959 FOR YOUNG PEOPLE

The Young Adult Services Division of the ALA has just announced the list of adult books of 1959 that are of interest to young people. The 23 titles were chosen from 53 nominations made by members of the Book Selection Committee and by a nationwide ballot of 36 public [illegible] and school librarians who work with young people of high school age. These are books which teen agers are actually reading and requesting in their libraries. The list is as follows:

Act One, An Autobiography, by Moss Hart. Random

Adventure on Wheels: the Autobiography of a Road Racing Champion, by John Cooper Fitch, with William Noland. Putnam

Alas, Babylon, by Pat Frank. Lippincott

Celia Garth, by Gwen Bristow. Crowell

Collision Course: the Andrea Doria and the Stockholm, by Alvin Moscow. Putnam

D Day: the 6th of June, 1944, by David Howarth. McGraw-Hill

Endurance: Shackleton's Incredible Voyage, by Alfred Lansing. McGraw

Flowers of Hiroshima, by Edita Morris. Viking

It's Good to be Alive, by Roy Campanella. Little

The King's Fool, by Margaret Campbell Barnes. Macrae

The Last Nine Days of the Bismarck, by Cecil Scott Forester. Little

The Marauders, by Charlton Ogburn, Jr. Harper

More Than Meets the Eye, by Carl Mydans. Harper

My Heart Has Seventeen Rooms, by Carol Bartholomew. Macmillan

My Russian Journey, by Santha Rama Rau. Harper

Nautilus 90 North, by William Anderson and Clay Blair, Jr. World

Nine Coaches Waiting, by Mary Stewart. Morrow

Nine Tomorrows: Tales of the Near Future, by Isaac Asimov. Doubleday

The Return of Hyman Kaplan, by Leo Rosten. Harper

Rider on a White Horse, by Rosemary Sutcliff. Coward-McCann

A Shirttail to Hang To: The Story of Cal Farley and His Boys Ranch, by Beth Day. Holt

The Strong Men, by John Brick. Doubleday

Too Many Ghosts, by Paul Gallico. Doubleday

****

HELP FOR US!

ALA's Technical Information Service For Librarians Now Available

The Library Technology Project of the American Library Association is now furnishing information to librarians on materials, machines, equipment and systems useful in library operations.

The project's staff has gathered a comprehensive collection of equipment and supply catalogs and a library of technical literature. It has made contacts with suppliers, manufacturers, testing laboratories and research and development organizations. From these sources, the Library Technology Project is now prepared to assist librarians in answering questions they may have as to what supplies, equipment or systems will best suit their particular needs. LTP will also furnish information on what to buy and where to buy it.

Librarians should send their inquiries to the Library Technology Project at the American Library Association headquarters, 50 East Huron Street, Chicago 11, Illinois.

The Library Technology Project was established on May 1, 1959, by the Council on Library Resources, Inc., to collect and disseminate standards information, develop new or improved equipment and supplies, and provide a technical information service for libraries. Frazer G. Poole is director of the project.

****

PROPOSED FERGUS COUNTY LIBRARY

A news item in the Lewistown Daily News states that petitions for a County Library in Fergus County will be circulated immediately in the Moore community. The reception of the idea was good and the library board and town council thought that the plan and its financing were just and reasonable.

****

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Eleventh Annual

WRITERS' CONFERENCE

May 25-28, 1960

James F. Stevens - author of PAUL BUNYAN, THE GREEN GLORY, TIMBER! and others. Newspaper columnist - OUT OF THE WOODS

Naomi Lane Babson - novelist, author of prize-winning THE YANKEE BODLEYS. Also I AM LIDIAN, about a pioneer woman in the Madison Valley; THE YOUNG FAIR MAIDENS, and others. Short stories have been published in such magazines as THE LADIES' HOME JOURNAL, WOMAN'S HOME COMPANION, AND SATURDAY EVENING POST.

Dale White - Juvenile and non-fiction writer. Many articles in popular magazines. Thirteen books, including winner of the 1958 Western Writers of America Silver Spur award for best juvenile western: STEAMBOAT UP THE MISSOURI. Others are VIGILANTES, RIDE! and TALL TIMBER PILOTS.

Nelson Bentley - Poet and editor, POETRY NORTHWEST. Director, th e poetry workshop, University of Washington. His poetry has been published in POETRY, NEW WORLD WRITING, THE PRAIRIE SCHOONER, AND MANY OTHER MAGAZINES.

Dan Cushman - Historical novelist and humorist. STAY AWAY, JOE was Book of the Month selection, April, 1953. Other historicals about Montana include THAT OLD COPPER COLLAR AND THE SILVER MOUNTAIN.

Leslie A. Fiedler - Critic, poet, short story writer. Critical essays appear as END TO INNOCENCE. He has the title story in the anthology, NUDE CROQUET and is currently working on a major piece of :criticism on the American Novel.

Lectures, panels, discussions, manuscript reading. Special workshops in the staff's particular areas. Emphasis will be on regional writing.

Moderate fees, room and board available to a limited number of registrants on the campus. For complete details write to: John A. Barsness, Director, English Department, Montana State University, Missoula, Montana.

****

NEWBERY-CALDECOTT WINNERS

Joseph Drumgold and Marie Hall Ets are the 1960 winners of the Newbery and Caldecott medals for the most distinguished children's books of 1959. The John Newbery Medal goes to Joseph Krumgold for his book Onion John, published by Crowell. The Randolph Caldecott Medal is awarded to Marie Hall Ets for Nine Days to Christmas, published by Viking. This is the second time Krumgold has won the Newbery Medal, the first time being in 1954 for And Now Miguel. Runners up for Newbery were Jean George for My Side of the Mountain, Gerald Johnson for America is Born, and Carol Kendall for The Gammage Cup. Runners up for Caldecott were Adrienne Adams for Houses from the Sea, by Alice E. Goudey, and Maurice Sendak for Moon Jumpers, by Janice May Udry.

****

NOTABLE CHILDREN'S BOOKS OF 1959

The annual selection of Notable Children's Books has been announced. It numbers 38 titles, which is more than usual, and is very broad in its coverage.

LIBRARY SERVICES FOR SCHOOLS

The Council on Library Resources has made a grant of $24,000 to Brown University, Providence, R.I: for a study of ways to improve school library services in Rhode Island through coordination of university, community, and school libraries. The project will include investigation of library services in the state, study of accepted library practices, and experimentation with methods of coordinating the various institutions mentioned above.

The project is a result of a School Library Conference held last year at Brown, which drew attention to the serious inadequacy of school libraries, e.g. financial support below national average (74¢ per student as against $1.05), 282 schools without school libraries, no state general advisory service for school libraries, shifting of responsibility to larger public libraries, and lack of coordination between schools and libraries.

Montanans will be interested in the outcome of this project, since some of the deficiencies noted for Rhode Island apply equally to us.

****

ROYALTIES ON LIBRARY LOANS?

Sir Alan Herbert has made what appears to be a serious suggestion that authors of books loaned by public libraries should receive a small royalty on each loan. The Manchester Guardian has commented on it and a number of letters have appeared in its columns. From the standpoint of librarians the idea is, of course, fantastic; the amount of bookkeeping required would be momumental, and who would pay for it? Sir Alan has made his name largely in the field of humor, so let us all hope this is merely another venture into this field.

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July 1960
Volume 5
No. 4

MONTANA

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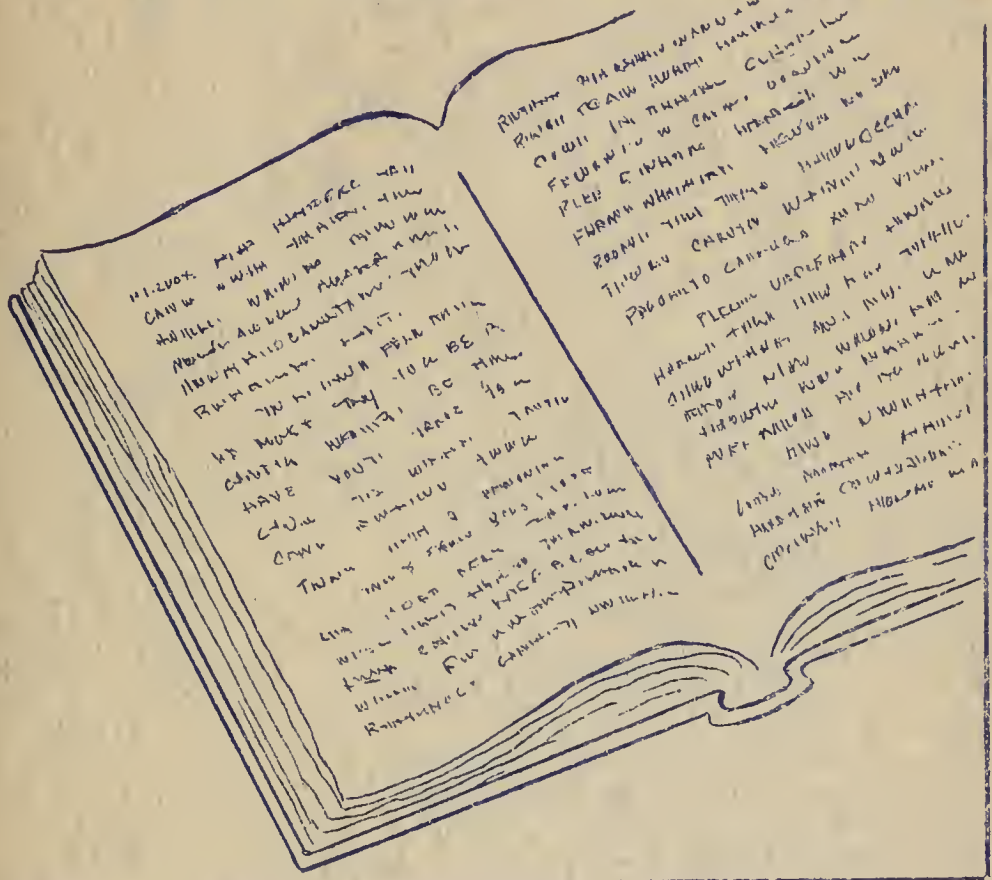
LIBRARY QUARTERLY



OFFICIAL PUBLICATION OF THE
MONTANA STATE LIBRARY ASSOCIATION

THE MONTANA LIBRARY QUARTERLY

Volume 5, No. 4 July 1960

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The Montana Library Quarterly is sent free to members of the Montana State Library Association. To all others the annual subscription is $2.00. Please enter subscriptions with the Editor, making checks payable to the Montana State Library Association.

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Montana State College Library, Bozeman

The Montana Library Quarterly is indexed in Library Literature and in Contents in Advance.

PRESIDENT'S FOREWORD

Greetings and best wishes to each of you!

I'm hoping that being born under Gemini will serve me in good stead this coming year because I am certain I'll have to be twins in order to get everything accomplished"!

It is also my earnest hope that by the time this message reaches you, I will have received dozens of program suggestions for the 1961 MSLA conference in Glendive. It is my pleasure to report that to date several constructive ideas have been submitted, which certainly portends well. Keep them coming!

The excellent attendance of Friends, Trustees, and Librarians at the Great Falls conference clearly indicates the increasing interest and determination to bring good - even superior - school and public library service to all Montanans.

At this writing, time has not permitted completion of committee appointments. It is a temptation to ask the same individuals to serve again because they have done such a splendid job, but in all fairness, the responsibilities should be passed around. However, fortunately for us, the hard-working, efficient publications committee has agreed to serve another year. Our sincere thanks to them.

Perl Coombs and her committee are sure to do a creditable job on conference plans and they are expecting all of you to start making your plans now to come to Glendive next May.

May I remind you of your responsibility to your legislators regarding adequate support for the State Library? I'm sure you will all do a good job, as usual.'

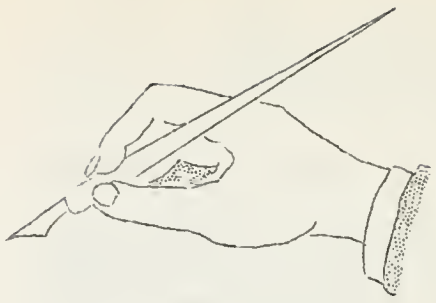
I shall look forward to hearing from you. Good luck!

Helen M. Ewing

NATIONAL LIBRARY WEEK

APRIL 16-22, 1961

Editorial



Our 1960 conference is now history, and we can look back on it with a feeling of considerable satisfaction. It is the high point to date of cooperation among librarians in all types of libraries and between librarians and lay people. Cooperation is one of Gretchen Schenk's 3 C's (see Montana Library Quarterly, October 1955, p.5) and another one is coordination. At this time, it is important that we keep our eyes firmly fixed on these two goals, for it is only by working together and dovetailing the efforts of the different types of library that we shall reach our objective of adequate library service for all in Montana.

Coordination and cooperation between public and school librarians are vital to our program. In communities where the importance of this development has been realized, the results have proven the wisdom of those concerned. There are still places, no doubt, where development of this aspect has not taken place, but the close relationship begun at our conference in Great Falls will surely point the way to these communities. There is no room for self-aggrandizement in our profession. It takes a largeness of soul to subordinate oneself to the good of the group, but by the very nature of the work, librarians are large-souled.

We have congregated; we have made a fine beginning on cooperation; now let us give concentrated attention to coordination.

L.M.H.

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CMSLA

Constance E. Piccioni

Early this spring, a representative group of students from the Central Montana Student Librarians met together in Helena to make plans for the annual statewide meeting of the Montana Student Librarians that was to be held in Bozeman during High School Week.

As a result of good preliminary planning, a fine program was made available to nearly one hundred high school students who attended the two day session. Carole Hicks, Helena, president of CMSL presided at the Friday evening dinner meeting at which we were privileged to hear a panel of local authors including Naomi Lane Babson and Jo Sykes. Lesley Heathcote acted as moderator.

Ron Murphy, Missoula, vice president of the MSL conducted the Saturday morning meeting. A highlight of this session was a talk given jointly by Gary Hanson and Jon Babcock, students from Thompson Falls, on their year in Hong Kong and Taiwan.

Ruth Longworth, who, with Mrs. R. R. Renne and Eilene Morrison, had acted as judge in the Montana Student Librarians Publicity Contest for National Library Week, 1960, presented first place awards of five books each to Ronan High School and to Rosary of Bozeman. Wilsall received second prize and honorable mention went to Helena.

At the business session, vice-president Ron Murphy recommended that the constitution of the state group be studied for possible revision, and a committee for this will be appointed by the new president, Kathy Burton of Bozeman High School.

Schools represented at the meeting included Belgrade, Clyde Park, Browning, Helena, Missoula, Ronan, Wilsall, Thompson Falls, and Willson Junior, Bozeman High and Rosary of Bozeman.

The students who belong to this statewide organization are getting good training in planning, organizing and conducting meetings. They are also developing an interest in better library service. We should like to have many more schools represented. It is a group that deserves our encouragement and support.

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THE ROLE OF THE LIBRARY TRUSTEE*

Mrs. Hugh F. McNamer

I've been asked to speak to you this morning on "The Role of the Library Trustee". When I was first cast in this role, a little over three years ago, I was, frankly, unimpressed. I considered myself a vital, imaginative and creative young thing, with modesty one of my shining virtues, and I really couldn't understand how our mayor ever happened to think of me in connection with a dusty old board.. for our dustier little library.

I knew how he happened to think of me in connection with books. He lived just across the street and for five summers he'd noticed, with dismay I suspect, that I preferred lying in a hammock reading them to watering the grass, weeding out dandelions or picking up old Campbell soup cans, etc., littering the lawn. But, even after he conferred the impressive title chairman of the library board on me, I did nothing, for awhile, except use it to impress the children when they wouldn't mind. "As Chairman of the board I command you to clean up your plate!", sometimes used to work at mealtime at our house.

However, it's a fact, I now blush to recall, that six months went by after my appointment before I was inspired to call a meeting of this board. And, when we finally did meet, we were very much in the dark about just what was expected of us. Our first intention was simply to give a business-like appearance to maintenance of the status-quo. We would meet once a month and decide that conditions were, necessarily, deplorable, weep a few crocodile tears in unison, and then go home. Even that hardly seemed necessary in view of the number of patrons it might impress. Our library was a cloister, a hushed retreat, a cell hung with solitude in the dead center of our downtown business area--ideal for meditation, but off the beaten path of most monks.

So we did extend a few hesitant invitations to Conrad people in the form of newspaper releases, etc., to visit their public library, all the while half-hoping they wouldn't accept them, because we weren't quite proud of what it had to offer.

This grain of dissatisfaction--and, believe me, it was only a grain--finally prodded the oyster into the pearl business. It prompted us to appeal to the State Library... "Things aren't exactly flourishing here," I wrote, "Where do we begin?" We received our "roles" by return mail and they made Scarlett O'Hara's and Rhett Butler's lines look like bit parts...in comparison. So we all took a deep breath and waded in.

From a bibliography of works on the subject we were able to select books describing the basic functions of a good library trustee. My first authority was Anna Gertrude Hall in The Library Trustee published in 1937. The latest book I've read, also a general treatment of the subject, is A Handbook for Library Trustees by Marian Manley Winser published by the A. L. A. last year. The latter, of course, possesses the

*Address given at the Montana State Library Association Conference, Great Falls, May 6, 1960. Mrs. McNamer is chairman of the Conrad Library Board.

virtue of timeliness, but they agree on the essential points, and these have been very effectively capsulated for us in the Montana Library Trustee's Pocket Handbook issued by our State Library.

From all of them we learned that the first thing expected of a trustee is that he attends all library board meetings. We also learned what constitutes a good one.

Secondly, we learned that a board of trustees has a definite policy making function to perform; that it is expected to work in close cooperation with the librarian to determine policies covering (1) the employment of staff members, (2) the approximate proportion of budget to be assigned to different items, (3) the delegation of responsibility to the staff, (4) the use of the library for other than library services, (5) the conditions governing acceptance of gifts, endowments or legacies, (6) the amount and kind of publicity for the library, (7) the conditions governing use of the library by borrowers, (8) the days and hours the library should be open and (9) the extension of services outside the library.

During the two-and-a-half years that our library has been growing and rapidly changing in character we've not attmepted to establish set policies on all of these points. As the character and functions of our library begin to take shape now, we are in a more favorable position to do so. The Trustee's Manual issued to all of us will be a wonderful help in establishing policies for our library in areas not yet covered.

What further functions did we discover were implicit in the role of library trustee? Well, we learned we were responsible for a planned program of public relations in our community that would interpret library policies to the public and encourage a demand for more and better library service from that same, taxpaying, public.

Our initial problem was to provide such a program without funds. We attempted to do it by making ourselves available as speakers on the subject to any group seeking library information. The next problem was establishing good press relations, which turned out to be no problem at all in Conrad as the Kavanaghs, who edit and publish our paper, were more than willing to print every scrap of library news we could provide. I must even credit Jerry Kavanagh with forcing us to make news a few times when there seemed to be none.

Still we needed more people in the community openly identified with the library. Taking our cue from an idea that had worked elsewhere, we formed a Friends of the Library Group. We asked every already-functioning church and civic organization to appoint one person who would receive information from the library in the form of a monthly newsletter and read it at regular meetings of his group. This provided an arterial system for sending a constant fresh supply of news about the library to the community and, in return, we received more comments about it and realized increased public interest in it. On the basis of our experience in Conrad, we urge all trustees to consider formation of a Friends group a very effective way of fulfilling their obligation to support a planned program of public relations.

For it soon becomes apparent that a public relations effort isn't merely a hospitable gesture, but that it is an absolute prerequisite to another of the trustee's basic functions which is to secure

adequate funds to develop good library service in his community. What constitutes good library service becomes increasingly apparent as the library reaches farther and farther out into the community. As more people become dependent on their library, a demand is aroused for more and better service which can only be satisfied with increased funds. The fact that the demand comes from all segments of a community, and not just from a handful of board members, provides city aldermen and county commissioners with their best reason for considering increases in appropriations for library purposes.

So the public relations effort and securing funds for a library will be found to go hand in hand, and I doubt, on the basis of our experience, that there is a town or city in Montana where a trustee's effort to establish good public relations will not reveal a crying need for more funds to serve that public adequately. To perform his part well, then, he must make a determined effort to secure such funds. In Winser's Handbook for Library Trustees this aspect of a trustee's role is clearly defined in these words:

"The function of the library board is not to save public money, but to see that the appropriate amount to produce sound library results is available. The trustees should not accept a pinch-penny policy; but rather one of productive spending."

While good public relations provided us with a key to the immediate needs of our library, we found that in attempting to lay the groundwork for "sound library results" in the future we needed some professional advice on the subject based on the experience of others. In addition to all that, we've found the A.L.A. publication Public Library Service--A Guide to Evaluation with Minimum Standards a continuing help.

As soon as the need for increased funds becomes obvious to a trustee, so does the need to acquaint himself with local and state library laws. To become familiar with library law is an obligation that enables the trustee to function freely and intelligently within the framework governing city, county state libraries and the possible relationships between them. Library Laws of Montana, issued by our State Library, is a complete and up-to-date compilation of these laws and a necessary addition to any trustee's personal library.

Finally, in our study of the role of the library trustee, we found ourselves repeatedly urged to become active in state, regional and national associations of trustees that we might broaden our perspective and, thereby, increase our effectiveness on a local level. The point that such participation will increase effectiveness can't be argued. No library is an island. What proves effective in one may be beneficial to many. The shared experiences of many will surely provide invaluable operating data for one. In addition, the combined voices of many people working for libraries at every level of our national life can, ultimately achieve the most desirable framework of laws governing them, within which libraries may not merely operate---but may flourish.

By the time we in Conrad became fully aware that all these different functions were expected of us we were already deep into the performance of them. I found the work increasingly interesting, fairly time-consuming and mildly challenging, but for a long time I plodded on with no real idea of the significance of what I was doing.

I wonder for how many of you here today the same is true? Or have you had a personal experience of some sort that's given you a deeper insight into the role of the trustee? Such experiences must have come to many people in a rich variety of ways as the number of enthusiastic workers for better libraries continues to grow.

A new meaning became attached to the work for me one afternoon as I was picking up some books from our library. A ten year old boy, a born and bred Montanan whom I knew, was ahead of me at the desk. Among other things he was checking out was a book about Germany...a lovely book with many beautiful illustrations describing that wonderful land and its great courageous people. I was familiar with it because it was written by a friend of mine...a gentle, white-haired lady living in Denver.

The combination of meanings hidden in that moment evoked some bitter memories. I recalled standing by a night time window in wartime, peering out into the darkness... feeling, and almost hearing, the undercurrent of destruction and hate that commanded the energies of the whole human race. I remembered the crushing sense of individual helplessness in a world where every expression of love or appeal to reason was discouraged with words that had somehow become the essence of all logic...the words "Don't you know there's a war on?"

Then as I watched the Montana boy leave his library, delighted with the new knowledge tucked under one arm, I realized how precious were the moments of peace; that there were days now when destruction and hate between nations could be forced back into the nothingness from which they'd sprung by little books written from the depths of great human hearts.

In libraries lies the Long Record, the fantastic record, really, of man's experiments, mistakes, loves, disallusionments, dreams and hates; his tragic endings and new beginings. Time and again in that record we discover the human spirit, with God's help, wonderfully surpassing itself and shedding light on the true meanings of our existence. Realizing this, the creative significance of the work of a library trustee was finally brought home to me, and, with it, came a new sense of urgency about getting the work done and getting it done well.

This urgency I feel changes the theme chosen for this Workshop from a polite formula into a command to act. "Open the Door to Your Public Library". Translated into working terms for us here in Montana, just what does this mean? As I see it, it contains two challenges requiring efforts above and beyond the performance of the text book functions of trustees.

The first is to overcome two big obstacles to good library service that now exist in Montana...they are wide spaces and a sparse population. How do we reconcile a weak tax structure with the right of isolated people to good library service? First, the library capable of extending service over any appreciable area must seek to broaden its tax base. A city library for example capable of serving many people in a county must have county tax support to build up its collection and staff.

The next step, then, is co-operation between large and small libraries to achieve the best possible service over a yet wider area. I can't stress too strongly the importance of such co-operation to a small library such as ours. We've had a contract for service from the Great Falls Library for a

year-and-a-half. It changed our completely inadequate little library into a vital information center, with unlimited resources to draw upon, almost overnight. In addition, it has enabled us to provide bookmobile service to the remotest corners of the county.

As an example of how wide the doors of a library can be opened through co-operation, I'd like to cite Heart Butte. When we were planning the bookmobile route many people discouraged the idea of trying to reach there. This settlement, the home of the full-blood chiefs of the Blackfoot nation, is deep in the foothills, close up against the Rockies, twenty miles in from the highway over a gravel road that dips down through creek beds. The winter weather in the area is severe. Besides, opponents of the idea argued, the people up there wouldn't appreciate bookmobile service, anyway.

Thanks mostly to the efforts of Earl Marshall, the bookmobile librarian, Heart Butte has had regular bookmobile service since last October. The book circulation there is higher than that at any other stop in our county. We could never have realized this without co-operation.

That's why I feel so strongly that every Montana trustee is obliged to work for federations of libraries. It means subordinating all personal considerations to that end. You may be sure opportunities for friction and strife can arise in inter-library dealings as in any other joint endeavor involving human beings. To fully live up to his obligation to serve the public good, however, the trustee must rise above them.

Which brings us to the final, and most important, challenge facing the Montana trustee today. That is the fact that, before we'll realize any truly revitalizing and enduring amount of support for public libraries in Montana, a whole new concept of the library's role in the community must be formed in the public consciousness. Instead of allowing the library to be regarded as an "embellishment" of the educational resources in a community, its patrons, particularly the taxpayers supporting it, must come to regard it as an integral part of the total educational resources in the community.

Wherever did the mistaken idea arise that an "education" was something that could be wrapped up neatly in twelve years time, and that then all serious personal and social effort in that direction could be abandoned? Some of the most compelling truths of our recorded human existence can only be grasped by the fully matured mind. Much of the knowledge that will prove of the most practical value in our lives must be had <u>after</u> we've settled into the chosen vocations of our adult years. In cities boasting colleges and universities there may exist unlimited educational opportunities for some, but in most Montana cummunities the <u>only</u> opportunity for adult education lies in the public library.

This truth must be put across to the people of Montana, and it can't be done by library trustees alone. The Friends of the Library, as representatives of a wide cross-section of every community, are in a position to achieve it. Just how this will be accomplished is still open to the imagination.

In <u>A Handbook for Library Trustees</u> suggestions are given for public relations programs which may provide some guide lines for arousing public awareness of the library's true role. Some of these are: (1)

Good advertising, (2) wide publication of the library's annual reports, (3) discussion groups in the library, (4) conducting community analysis of needs the library might fulfill, and (5) forming advisory councils of representive business and professional groups in a community.

Also, in an excellent article in the February A.L.A. Bulletin called "Let's Learn from the Schools" the writer, Mrs. Sophie Silberberg, suggests that a program for stimulating action to improve libraries could be modeled on that which has been conducted during the past twelve years by the National Citizen's Council for Better Schools. This program has included the formation of citizen's committees on the local, state and national levels which conduct continuous studies of the need for better schools, interpret the needs of the community, and make recommendations where they will do the most good. Mrs. Silberberg sees in Friends of the Library Groups the counterpart of these citizens' committees, but she wonders if the efforts of the Friends have been properly channelled, or if they have been allowed as she puts it "to deteriorate into social organizations that are library centered". It's a question we'd do well to consider.

There is a heartening example of what can be achieved by working towards this end in the wording of a California State Law which went into effect in September, 1959. The law states that the public library is "a resource for continuing education and re-education beyond the years of formal education, and, as such deserves adequate financial support from government at all levels".

And so the role of the library trustee should not be regarded as merely a prescribed series of formal gestures. Order is desirable in the administration of our libraries, of course, but it shouldn't become an end in itself. Let me close today by encouraging all of you to interpret your role of trustee or Friend of the Library, dynamically and creatively, and in so doing to "Open the Doors to Your Public Libraries" in the widest possible sense of the words.

****

MONTANA

DAY

NOVEMBER 8, 1961

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THE IMPORTANCE OF WESTERN AMERICANA ART IN HISTORY*

Harold McCracken

My 26th book will be published this fall, and with a good share of them, I have depended so deeply on librarians that I feel very specially that I should stand up before you in the best light. There is one librarian in particular I can't resist mentioning, and that is Virginia Walton down at the Montana Historical Society, who through the years I have been coming out doing research on western books, has probably helped me more than any other individual. I know that all of you know her and respect her very highly. So I feel that I have a deep obligation to librarians, not only in the preparing of my books, but in helping to get people to read them.

I would just like to very briefly tell you what we have done in Cody, at the Gallery of Western Art as we like to think of it. I think it is significant to you folks to realize how successful it has been. A year ago last January I came out and they turned over the keys to that big building--our main gallery is 240 feet long. It is beautifully built; it is the last word in museum technique with air conditioning that sets the same temperature the year around, terrazzo floors, redwood paneling, everything is the latest and yet it is pure western. There are, if I remember correctly, 7,900 pounds of stone concrete in the walls, and the stones were taken from the nearby Rocky Mountains. There is nothing modernistic about it; it is in keeping with the country and appropriate to what we display. It is the first museum in this country which is dedicated entirely to the showing of documentary art--art of the Old West, and you may wonder what documentary art has to do with libraries, but our documentary art is the pictorial history of the Old West. It is regional. We are only interested in the Northern Plains and the Rocky Mountain area. It is amazing the material I have been offered. I don't think you people realize how popular Western Americana is.

I wrote a feature story for the Rocky Mountain News which was on the front of their book review part a year ago Christmas time, in which I made the comment that there was more interest in the West back east than there is in the West. I'm going to be a little critical of you now--down in Cody, we have a very large collection of Russell, and I was a little hesitant to come up here because we do have so much down there. Of course, it all came from Montana, but the old saying is that you can be so close to the forest that you can't see the trees. You folks should have worked a little harder to keep your Russells right here in Montana. I have been connected, I am almost afraid to say with some of the finest collections leaving Montana, going elsewhere. It's too bad I didn't live in Montana and work the other way, but you librarians are in such a good position, you know the story of the West, and for goodness sakes, do some missionary work. You undoubtedly have friends in your own towns

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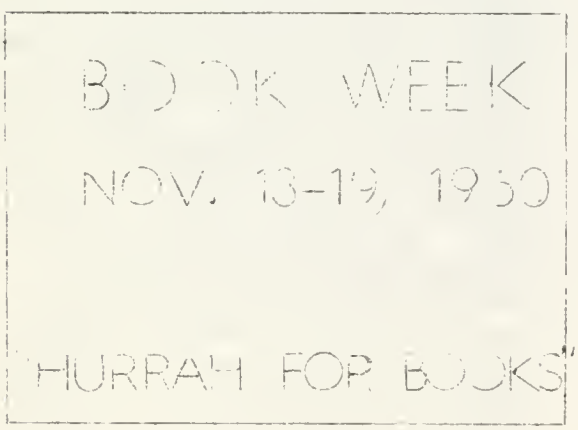
*Address given at the Montana State Library Association Conference Great Falls, May 6, 1960. Dr. McCracken is Director of the Whitney Gallery of Western Art and Buffalo Bill Historical Center, Cody, Wyoming.

that have Western Americana materials; you have a wonderful Historical Society in Helena; you have a marvelous Russell Gallery right here in Great Falls which is where the material should be.

Maybe I have been overly lucky. When I went back last year to New York, the first lady I met handed me two checks, each made out in the amount of $100,000. I almost swallowed my Adam's apple, then instinctively I got up and went over and kissed her on the cheek, and when I did that, I thought maybe it wasn't the thing to do and blushed. But that money was earmarked, all of it, to buy paintings of Charles M. Russell. Now that lady back in New York, a rich lady, sold a part interest in a project that she had owned for 7½ million dollars. She is of the upper top drawer in the United States, so to speak, one of the most brilliant women, and she insisted that all of that money be spent for Russell paintings. And I did, and we have them down there in Cody permanently. Of course, it's a lot better to have them down in Cody than it is in Forth Worth, Texas. I am sure they are more accessible. We have a beautiful place.

I said that our Gallery was regional--taking in the Northern Plains and Rocky Mountains. There is no more colorful, no more glamorous part in this whole continent than this area right here. Just stop to think, here is the prototype of the cowboy that is known all over the world. Even in Germany today they have societies that get together; there is a very large one in Munich, and they make their own Indian beadwork and war bonnets, and so forth, and they get out and dance around Indian style. They wear their cowboy boots, and it is the Montana and Wyoming cowboy that is the prototype of the cowboy that is known all over the world. You don't think of the Arizona cowboy or the old Texas cowboy. It is this area that gave the world the mountain men. No more glamorous people than the mountain men, the traders, the trappers and your Northern Plains Indians. Nowhere else do you find a native people that have such elaborate and beautiful costuming, and you folks up here should do what I am trying to do down there. And you can do better because I am really alone down there running the whole thing and for goodness sake keep me from getting any more of your Russells.



Just a few words about documentary art and how it fits in. As I said before, documentary art is the pictorial art of the Old West. And it is important. The Chinese had a proverb about the importance of a picture, particularly to attract people who might not have had an interest. It would do your hearts good, particularly you librarians, to see the people who come into the Whitney Gallery down there. A lot of them are from around the states of Wyoming and Montana who have probably never before been exposed to fine art, and with documentary art, you don't need a book of instruction on each picture and somebody to explain it to you. I have very briefly given you a little idea of what documentary art is. A good many of you know,

particularly you librarians, that for years I have been promoting Western Americana art in my books--Remington, Russell. The documentary artist began back in the days before photography, the early expeditions that came out here, the long expedition that brought Samuel Seymour and Titian Peale of the famous Peale family of Philadelphia. They didn't have cameras to take along in those days and Samuel Seymour came up the Platte and into the Rocky Mountains and made the first pictures that are in existence of the Rocky Mountains. And then there was James O. Lewis; maybe some of you librarians are fortunate enough to have some of the Lewis prints; they are very bad, they are sort of crumbled, but they are interesting because he was sent to the Indian Council meetings along the Mississippi at the insistence of the government to make likenesses of the Indians and just what the country was all about. And George Catlin came up into what is now the State of Montana and made those very interesting first pictures of the Northern Plains Indians. I think that if any of you have the opportunity it is worth the trip down to Cody just to see the collection of original George Catlin's that I have down there. I have 32 of the originals from the Smithsonian, that have been in a bad state of repair for a half century. I have a good many very good friends down at the Smithsonian; naturally I went down there and worked with them 2 years ago when I began work on my Catlin book, and those Catlin paintings were housed up in the attic and I had to climb over a great pipe of some kind to get to them. They were in a very bad place, in fact they hadn't been touched since they'd gone through 2 or 3 fires before they went to the Smithsonian. They had always been stored in anticipation that my book on George Catlin would activate interest in George Catlin and they were practically forced to spend the necessary money to have them restored. They have been mounted by a new process on aluminum and I have 32 of the originals the best of those. It is the largest collection of George Catlin's that the Smithsonian has ever permitted to go out and I will have them all summer which is the longest period of time they have ever lent them, and a good many of them are being shown to the public for the first time. There was a Karl Bodmer. Last year some of you may have visited the Gallery when we had over 100 of the original Bodmers. I am going to jump very abruptly down to your very own Charlie Russell and Frederic Remington. Of course, there isn't anything I could say about Charlie Russell that isn't in the book. There are more rare book stores in New York City that specialize in Western Americana than all of the West. I helped several wealthy people build up collections themselves and in the last few years the trend has been swinging. Of course, the Old West has slipped far enough into the window of the past that even you folks who are so close to it are going to appreciate it more and more. And the dealers back there, when they get a Russell, if it's a good one, very seldom show it. They will decide they have a half a dozen customers they can sell it to and the price is, of course, highly fantastic. To sort of ease my criticism of you folks, I just happened to think of my own situation. My Daddy was a newspaper man in the West out here, from the early '80's until the middle '90's and his specialty was traveling all over the West writing feature stories on the notorious characters of the West. My Dad was part owner of the Colorado Springs Gazette and part owner of the Salt Lake City Herald at one time. He had a great deal of latitude in

what he could do and where he could go. I left home when I was 18 years old. Before that when Dad would start talking about Geronimo and Sitting Bull, Calamity Jane and so forth, it didn't interest me at all. I wasn't impressed, it was too close to home. And yet here I am a writer and the things that most of my life I have been writing about are just what my Daddy had a gold mine of right at home and I didn't get the benefit of a single paragraph of it. So please don't feel too badly, it's just human nature, but for goodness sakes get on the ball and keep me from getting any more of your Russell pictures. Keep them up in Montana where they belong.

Of course, it's supply and demand and it's the same with Russell paintings as it is with rare books, potatoes or anything you sell. The interest in the Old West has just swept the country, and I'm sure it is going to increase. As Bill Bertsche knows, I have been very close to this gallery up here, and I don't want you to feel that we are competitors at all, it's a matter of preservation. A good many of the pictures we have down there I have gotten out of individual homes where they couldn't be seen by the public and I feel that the boundary between Montana and Wyoming doesn't make too much difference. We are all in the same boat for the preservation and exhibition of this wonderful Old West that we are living right in the midst of. I appreciate so much your asking me to come and I wish I could talk longer to you. Thank you very much.

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MONTANA STATE LIBRARY ASSOCIATION

FORTY-SEVENTH ANNUAL MEETING

GREAT FALLS

MAY 6, 7, 8, 1960

COMPILED BY EILENE MORRISON, SECRETARY

INTRODUCTION

The 47th annual conference of The Montana State Library Association was held in Great Falls, May 6-8, 1960. All meetings including luncheon and dinners were held in the Rainbow Hotel.

The program included sessions for public librarians, the Friends of the Library and the trustees and school librarians. Our guests for the program included Miss Lucile Hatch, University of Denver Library School who represented the AASL for the Pilot Program; Dr. Harold McCracken, Cody, Wyoming; Mr. William Ready, Marquette University Library; and Mr. Robert Fletcher, Butte, Montana.

A pre-conference coffee hour was held at the home of Mrs. R. D. Warden on Thursday evening, May 5 from 7 to 9. A large group enjoyed themselves visiting in the charming Warden home.

PATRONIZE MLQ ADVERTISERS

FIRST GENERAL SESSION

Friday, May 6, 1960, 9:00 A. M.

The 47th annual meeting of the Montana State Library Association was formally opened by Mrs. Alma S. Jacobs, President. After the invocation by the Rev. D. Franklin Kohl, the convention was welcomed to Great Falls by the Honorable William H. Swanberg, Mayor of the city. Veronica O'Sullivan, Manager of Hennessy's Book Shop, Butte, responded for the Convention.

The Conference Committee was introduced by Mrs. Beatrice O'Mahony, Chairman, from the Great Falls Public Library. Mrs. Helen Anderson introduced the 1960 exhibitors, including Collier's Encyclopedia, F. E. Compton & Company, Deseret Book Company, Doubleday & Company, Inc., Field Enterprises, Follett Publishing Company, Grolier Society, E. M. Hale & Company, Hertzberg's Washington Bindery, Puget Sound News. Also exhibiting without a representative in attendance were E. P. Dutton & Company, Inc.,Golden Press, Harcourt Brace & Company,

and Harper & Brothers.

Mrs. Jacobs introduced Mrs. R. D. Warden, Trustee of the Great Falls Public Library as Moderator for the Panel "The Free Public Library on the National, State and Local Level". Merwin Moores, Librarian, Northern Montana College, Havre, discussed the growth and work of the American Library Association; Mrs. Peg Gadbow, Consultant, Montana State Library Extension Commission, reviewed the growth and work of the State Commission; Mrs. Inez Herrig, Coordinator, Northwest Federation of Libraries, considered the work of the city, county and regional libraries in Montana. Mrs. Hugh McNamer, Trustee, Conrad Public Library, then discussed the great value to the Public Library a good trustee can become. She mentioned the following functions as being necessary for a good active trustee--acquaint oneself with local and state library laws, understand policy making, public relations, and the value of adequate funds for an active library. She closed with these words, "I encourage all of you to interpret your role of Trustee or Friend of the Library dynamically and creatively, and in so doing to 'Open the Doors to Your Public Libraries' in the widest sense of the words."

FIRST GENERAL SESSION

Friday, May 6, 1960 9:00 A. M.

Mrs. Warden: We are here today to try to help you open the door to your public library. When the planning committee met this spring, Pat McNamer, a trustee from the Conrad Public Library said that there must be other trustees who are as uninformed as I was on the over-all library picture and as unacquainted with the names in the library world. This seemed to be a good point to start from. We will have an orderly presentation, starting on the national level. To do this Merwin Moores, librarian of Northern Montana College, Havre, will tell you about the American Library Association.

PUBLIC LIBRARIES AT THE NATIONAL LEVEL

Merwin Moores

You cannot discuss public libraries briefly from the national viewpoint without spending most of the time discussing the American Library Association. This professional organization was founded in 1876 in Philadelphia, where a group of librarians met to determine ways and means of promoting better library service and better librarianship. In 1879 the Association was chartered in Massachusetts. Thirty years later, in 1909, permanent headquarters were established and a salaried officer appointed. Today this salaried officer is David Clift, executive secretary of the American Library Association.

The Association's contributions to American librarianship, indeed, to world librarianship, are many and varied. One of the most important things ALA does is publish for the profession. In its time it has published over 1,000 books and pamphlets which have aided and instructed librarians in all phases of their work. Two hundred of these are at present in print. It also publishes periodicals, perhaps the best known of which is the BOOK LIST AND SUBSCRIPTION BOOKS BULLETIN. For members there are also such publications as the ALA BULLETIN, which is the professional journal for the organization as a whole, and such things as COLLEGE AND RESEARCH LIBRARIES, which is the journal of the Association of College and Research Libraries division of ALA.

Outstanding among its activities, the Association (1) promotes libraries as a means toward a responsible, informed citizenry, (2) establishes standards of service for libraries and standards for schools of librarianship, (3) cooperates with such organizations as the Adult Education Association, the National Education Association, and the American Association for the Advancement of Science, and (4) directs a nation-wide recruitment program in an attempt to reduce the estimated shortage of 10,000 librarians in the United States at the present time.

One of the most significant, if not the most significant, pieces of library legislation to have been enacted during the existence of ALA is the Library Services Act, passed in 1956. Its purpose in the words of the act is "to promote the further development of public library services in rural areas without such services or with inadequate services." The act provides for 7.5 million dollars annually for five years, but this amount was not fully appropriated until this year. Amounts which were appropriated, however, were enough to get many of the sections of the country off to a good start in the improvement of library services. Funds are allocated in the states on the basis of their per capita income. The funds may be used for salaries, books, equipment, and operating expenses but not for buildings or land. The Act defines a rural area as under 10,000 population, but urban libraries may receive funds for extension work in rural areas. To be eligible for such funds each state prepares a plan to be submitted to the Commissioner of Education, which will assure the greatest benefit for the greatest number of rural people with in the funds allocated. To insure that states and local governments will not reduce their own budgets in order to rely entirely on federal funds, the act also says that states and local governments may not reduce their library expenditures below the 1956 level.

Is there a need for the Library Services Act? A few statistics will help to answer this question. In 1956 there were 76 million people in the United States without any or with inadequate public library service. Just three years later, in 1959, this figure had been reduced to 46 million. Significantly, however, of the 76 million in 1956, 26 million had no library service and 50 million had inadequate library service. Of the 46 million in 1959, 25 million were still without any library service and 21 million were left with inadequate library service. Obviously, we have a long way to go. The act has immeasureably improved those library services which were considered inadequate in 1956. It has not, however, done much to provide library service for those who have no library service. It is to be hoped that a five-year extension of the Library Services Act will remedy this situation. It is likely that the act will be extended, for, as of April 12, 1960, fifty-two bills had been introduced in Congress providing for the extension of the act. Bills have been introduced by members of both political parties. It is more widely supported than any legislation on Capitol Hill and it has the whole-hearted support of the present administration.

Most federal legislation of this kind is designed to be a stimulus to local governments to improve their services. The figures seem to show that this has indeed been the case with the Library Services Act. Since 1956 state funds for library service in the United States have increased 54 per cent. During the same period local funds

have increased 45 per cent. It would seem obvious, therefore, that the act is achieving its objectives.

Another major activity of ALA is its cooperation with the National Book Committee in National Library Week. Each spring libraries and interested civic organizations provide our citizens with a greater knowledge of libraries and library services, through national news and magazine publicity, radios and television shows, exhibits, and personal appearances by librarians and others before social and civic clubs and service organizations. For a long time libraries have been providing the services they talk about during National Library Week, but until the establishment of this organized effort three years ago the general public knew very little about them.

I should like to close with an example of how this publicity can stimulate individuals. I cannot relate it to National Library Week because it occured some years ago, but it did occur in Book Week in which some of the objectives are the same. An old gentleman who lived on the outskirts of Havre in an old shack came to the college library during Book Week and said, "I have just read in the paper that it is Library Week. I have used libraries all of my life but I have never done anything for them and now I would like to give you the last books I have left of what was once a large collection." The books he handed me were five or six dirty, waterstained, absolutely useless German text books. Inscribed in the front of each one was the man's name and the notation, "Brown University, 1888." I accepted those books and gladly, for here was a man who had outlived his family, most of his friends, and about all of his money; who, because of his appreciation of what libraries had been able to do for him, gave up the last of the books he had collected over a period of sixty years and he did it because of a news story in the local paper.

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Mrs. Warden: An important part of ALA is the Association of Library Trustees. Because publications issued by this group will help each and every one of you, whether you are a trustee or librarian, I'm urging you to set aside the sum of $6 to cover membership for at least one person on the board. If more can be included, do so, but be sure that this fee is set up in your budget at the beginning of this fiscal year so that you can benefit by this program.

Mrs. Peg Gadbow, consultant, Montana State Library Extension Commission, can give us a glowing account of library development in the state. This didn't just happen, and I think this would be the time for us to give a standing vote of thanks to Mrs. Ruth Longworth, who has traveled up and down the state bringing light and enthusiasm to each library. Without her, we'd still be in the horse and buggy stage in Montana. Now I'd like to turn the program over to Mrs. Gadbow.

THE FREE PUBLIC LIBRARY STORY: THE STATE LIBRARY

Peg Gadbow

I know that there are several people here who have been instrumental in library development in Montana. And because I am a comparative newcomer to the library field, it seemed to me quite inappropriate that I should have been asked to present the library scene at the State level, for this

part of the conference program. Nevertheless, I am truly pleased with the assignment, for it has given me an opportunity to become acquainted with all that has gone on through the years, - the effort, and planning, foresight, and plain hard work that has gone into getting good books and library resources for all of us. It is truly an exciting story.

The Montana State Library Association was organized way back in 1906. I do not have the exact figures showing how many belonged, but I know it was a very small and dedicated group who started this fine association on its way. Reading over the minutes of the earlier gatherings is a heart-warming experience! We were fortunate, in Montana, to have had librarians with the foresight and vision to lay the groundwork for all of the good things that are happening today.

We owe a great deal to the Montana State Library Association. Time will not permit me to mention all of the people who stand out as doers, but it would be impossible to tell the library story without honorable mention of Gertrude Buckhous, early librarian of the Montana State University. It was through her efforts and her leadership that the county library law was passed in 1915. Earlier, only small towns and cities, through ordinances, were able to provide tax supported library service With the passage of this law, rural residents could have tax supported services.

In 1929, Miss Buckhous took the lead in securing the passage of the law which provided for the Montana State Library Extension Commission. No budget was provided for many years, but the machinery was set up by law establishing the State Agency.

Through the years, library legislation that was successfully passed by the efforts of the Association are milestones of progress.

The state is deeply indebted to Kathleen Campbell, librarian of the Montana State University and Chairman of the Montana State Library Extension Commission. In 1944 the governor appointed a committee on State Economy and the Griffinhagens were brought in to look over the situation. Since no budget had ever been provided for the State Agency, the recommendation was that the law be repealed. It was also proposed to disestablish the State Historical Library that same year.

Miss Campbell, as legislative chairman of MSLA, appeared before the committee and spoke for the continuance of the law on the statutes and was successful in saving both libraries. The law was rewritten by Kathleen Campbell, and a clause was included in the laws which permitted the state to accept federal funds. This gave us a tremendous advantage later when the Library Services Act became a reality.

In 1945, the librarians of the State were successful in securing a budget and the Montana State Library Extension Commission became a reality. Miss Ellen Torgrimson was engaged in 1946 as secretary and was with the State Library Commission until 1957.

In 1947, permissive legislation was passed to increase the tax for city library support from 3 mills to $3\frac{1}{2}$ mills in cities with an assessed valuation of 750,000 or more and from $2\frac{1}{2}$ to 3 mills where the assessed valuation was less than this amount.

In 1949 legislation was passed to permit counties to tax 2 mills for library service. Earlier provision was for 1 mill.

Since 1955 the Association has worked diligently and successfully for biennial increases for the State Library budget and it was in that year that the first sizeable increase was received, - sufficient to permit the engaging of Catherine Chadwick, our first consultant for the State Library. Since, that time, there has been an increase each year, in the State Library budget.

As Morey told us, the Library Services Act was ten years in being passed and finally becoming a reality. Fortunately for Montana, Catherine Chadwick was one of the few people in the nation who believed that it would pass, and was ready with a plan for Montana that was quickly approved by the coordinating committee and the Montana State Library Association. The act provides that to qualify, a state must present a plan for library development for the rural areas, which then must be approved by the Office of Education. Montana's plan became the pattern for others in the nation and we had the distinction of being the first state in the nation to have bookmobiles rolling, - purchased with federal funds under the Library Services Act. We had a federation of libraries in Northwest Montana in full operation six months before the money arrived! I know that Inez will be telling more about that.

The duties of the State Library are many. By law, we exist to strengthen the public libraries of the state, to give assistance and advice to all libraries in the state and to all communities proposing to establish libraries, offering consultation and guidance in all library matters, and to provide books and library services to those areas where no library exists at present. In spite of a woeful lack of funds, since for many years the commission struggled along with a book budget of only 2,000, we were able to provide welcome service to many areas. With the passing of the Library Services Act operations at headquarters were stepped up almost past belief, and we truly became a bee-hive of activity.

Under the terms of the Act, the State Library is responsible for administering the federal funds provided to bring library services to rural areas. The first provision of the plan was the strengthening of the state agency, for many of the states along with Montana were handicapped by inadequate budgets, crowded quarters and limited staff. This new responsibility brought with it not only the expansion of the previous services from the State Library, but the need for much field work in preparation for federations or larger units of library service. The State Library through direct mail service was (and is) lending books, pamphlets and magazines to individuals in the state without access to local library service; to county, city, and community libraries to supplement their collections; and to school libraries, too, where there is no public library service, to supply the recreational reading needs and to supplement the school collections. We continued to provide professional advice on library problems to any library in the state upon request and to help initiate and establish new libraries. There was also the matter of reporting statewide library news, developments, and trends in Montana Libraries which is published 4 times a year by the State Agency; the compiling and publishing of library laws; the newsletters and special releases; booklists; compiling and publishing of library statistics; assisting with programs and projects to interest people in library services

and reading; and a host of other activities. Now, with the passing of the Act, there was a surge of new interest about the state and much activity at the State Library. Formulating the plans and organizing the systems of cooperative service; directing, counseling and supervising libraries participating in the demonstration programs; statewide workshops, and special services, such as weeding and generally improving the collections cooperative ordering and processing cataloging - all were suddenly a part of the work to be done.

At this very crucial time, when there was so much to be done and when the success of the library program for our state was dependent upon able help and direction, Mrs. Ruth Longworth came to serve as Secretary of the Montana State Library Extension Commission. It is not often that one can publicly laud the "boss", but I know that those of you who have had her help and encouragement and advice know and appreciate just as much as those of us who have the good fortune to be working with her, Mrs. Longworth's ability, enthusiasm, and tireless efforts to bring good reading and good library services to everyone in every corner of the state.

At the last meeting of the Commission, the board approved a change in the law to shorten the title of the Montana State Library Extension Commission and to change the title of the Secretary to Director, because Secretary is not descriptive of the administrator of the State Agency. It seems to me good on both counts. The name of the State Agency has been the source of much confusion as to its function, since in the minds of many people, the word Extension is often associated with the Agricultural Extension Services or with Extension courses from the university and college. Commission, of course, means the Board. I've tried, since I came to work for the State Library, with no success at all, to have it called Gadbow's Library. Practically every member of the staff has senority over me; but we have all agreed that Montana State Library is a good descriptive name for our state library. The title "Secretary" for Mrs. Longworth seems to have conjured up mental pictures of Mrs. Longworth travelling about the state with an unnamed executive, her sharpened pencil poised above the lined spiral notebook.

At this same commission meeting, a much increased budget to be offered to the legislature was approved by the Board.

The thinking was that if the cost of operating headquarters could be underwritten by the State, the money provided under the Library Services Act could be used with profit in strengthening the existing federations and in giving a demonstration of service to other areas.

We were told in the last legislature that the library had the strongest lobby in the state. We hope this is true. Your library, both local and state, can be just exactly as good as the people want it to be!

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Mrs. Warden: To show how the city, county and regional libraries are working together with the state and national levels, Mrs. Inez Herrig, coordinator of the Northwest Federation of Libraries from Libby, will talk to you.

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LOCAL PICTURE OF OUR MONTANA LIBRARIES

Inez Herrig

In considering the local picture of our Montana libraries we must constantly be aware of the truism that "Man is not an island". The American Library Association has given us proof that for efficient administration we should have large units of service. Some years back we were urged to form regional libraries, attempting to approximate the 100,000 population figure suggested as the minimum for a unit.

However--being human as we are we automatically rebelled against loss of local automony---civic pride, county lines are too important. We felt that in our own small bastion we could give the personal service that is needed.

Then Gretchen Schenk came to Montana and stressed the fact that the basic function of libraries is to work with people and that our "clerical" work although of necessity carefully and correctly done is secondary. Although we feel very professional sitting in our little bailiwicks practicing our library science on cataloging and allied work, we must relegate it to its proper place. Using as an example a survey that had been made of how far up the spine of a book the Dewey number should be placed and the ensuing arguments concerning the varying 16ths of inches proposed she highlighted our tendency to trivia. Her theme was "Congregate, Cooperate and Coordinate". This really made sense and established a climate of openness to methods of cooperation which would ensure the local automony we so cherished.

The Library Services Act was passed and Catherine Chadwick had the vision of Montana libraries working together, sharing books and services, -- making it possible to give more service in some areas and initiate service in others. She enthusiastically urged us to try centralized processing, sharing books and information. We must admit at this point that the possibilities of "getting" financial help through the Library Services Act in the way of equipment, books and services, helped immensely to overcome our natural hesitancy to bestir ourselves and try something new. But she sold us and the Northwest Montana Federation of Libraries and the Five Valleys Federation were born.

With the American Library Association and the Library Services Branch of the U.S. Dept. of Education leading the way nationally in the cooperation picture and our State Library Extension Commission actively "educating" us we are catching on.

Librarians, Board Members, Friends groups and patrons have awakened to the unlimited possibilities and under Ruth Longworth's unwavering leadership are rallying to the cause of good library service.

The Five Valleys Federation operated with Miss Evelyn Swant as coordinator during the bookmobile demonstration period with headquarters at the Missoula Public Library. The seven counties included in this Federation had bookmobile service during the demonstration period but were not quite ready to accept financial responsibility when the period for free service ended. However they are continuing centralized book purchasing and processing on a self-supporting basis with the work done at the State Commission headquarters. As cooperation continues it is hoped that it can be developed to resume Bookmobile service.

A new federation -- the Sagebrush -- has come into being with Miles City as the center and Mrs. Clare Smith, Librarian of the Carnegie City Library, as the enthusiastic coordinator. It includes Garfield, Carter, Fallon, Powder River and Custer counties. They will share in the services of a bookmobile, centralized processing and an in-service training program for all of the participating librarians -- the same pattern as the other two Federations.

The Great Falls Public Library, under Alma Jacobs' leadership has a contract for service with Cascade County and is serving Pondera County and the Conrad Public Library. A bookmobile, purchased from Library Services Act funds is being used but all costs of operation, personnel and books are being supplied from local funds.

One of the outstanding features about library federations is the elasticity -- programs are built upon existing bases, according to conditions as they are.

Four counties are now circulating petitions for library service: Richland, Fallon, Teton and Fergus. In Dillon the Jaycees have become enthused, have donated $1,000 and plan to raise $4,000 more. The trend is becoming a definite movement and promises to become a tidal wave if we librarians, board members, Friends, keep alive to the need and the possibilities.

In our Northwest Montana Federation there are four libraries, Flathead County, Carnegie City at Kalispell, Whitefish Public, of Flathead County and the Lincoln County Free Library. The two counties share a bookmobile purchased by the State with LSA funds. This past year the two county libraries have paid the operational cost which had previously been paid during the demonstration period. Over 16,000 books have been centrally processed and catalogued, most of them having been purchased through the Federation. The four librarians, Mrs. Mildred Grawe, Mrs. Jeane Sturdivant, Mrs. Mable Engelter and myself have met a number of times, discussing ordering and sharing methods and information. We are checking the Standard Catalog together marking titles that each has -- this will stimulate inter-library loans within our area. We are purchasing a rotating collection of mystery, love, western and science fiction books which will serve happily to provide new titles in this field without too much expense for each library. We are examining the possibilities of shared reference magazine service. We have learned a great deal about helping each other, sharing our experiences. As coordinator I have made bad mistakes but am learning more efficient ways of operation. Personally, what I have learned from the others is invaluable and I know it is making a better librarian of me.

The privilege of taking books to my rural people was a dream for many years and when we actuallly loaded up the bookmobile and started out I had to almost pinch myself to believe that it was true. True, we had urged them for years to come to our main library or one of its branches or to mail in for books. Many of them did but just a few in comparison to the numbers we have served in the three years we have given the service. Because of our many miles, shortness of staff and finances, we make a trip only once each two months but we give them as many as they wish to read in the interval. They also trade around a great deal so that our circulation figure does not begin to show actual reading. However, in the three years we have given out to the individuals close to thirty

thousand books and have had over a forty thousand circulation in our 13 small rural schools. Our entire county population is around 12,000 and most of that is in Libby, Troy and Eureka. There are around 300 children in the rural schools. So you can see that people are hungry for books and will read if the books are available enough.

Mrs. Grawe in Flathead County has comparable statistics and experiences to mine -- it is true all over.

The patrons -- my friends -- are pleased and proud of the service -- they expect us to come through like the U.S. mail and we are thankful that up to now we have not disappointed them although one small school had to be postponed two days until the snow was plowed. We have had glorious trips in the spring and fall; hot, dusty trips in the summer; 20 below trips on ice in the winter. One trip with water standing on slick ice on a county road we slipped off twice and we felt we really had had it, but we made it. The people are our friends -- we share in their births, deaths, happiness, secrets -- we are becoming part of their lives and we love it. It is a thrill to drive up to a little wide spot in the road in the forest and see people with books in their arms and in boxes -- one lady brought hers in a baby buggy (it was full). It is a privilege to work so that all may read!

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After these discussions the convention members divided into groups of about ten people each, with one as leader, another recorder, and a third member a resource person, to consider how the library trustee and friend can make the library a vital and integral part of the total educational resources of the community. After twenty minutes of discussion each leader reported on the ideas presented, and the following suggestions were presented: 1. That public relations be strengthened along all lines. 2. That better cooperation with other libraries be studied. 3. That vital problems be selected for immediate action and action completed. 4. That different interest groups served by the library be brought in. 5. That good relations with the holders of the purse strings be maintained. 6. That the needs of the library be understood and fitted to the users.

Upon completion of the reports, Mrs. McNamer stated that a more detailed evaluation will be done by the State Library. After she called attention to the Trustees Handbook prepared by the MSLEC and urged all present to be sure they had a copy, the meeting was returned to President Alma Jacobs.

Greetings from A. L. A. President Benjamin Powell were read. Conference Chairman Beatrice O'Mahony made several announcements. Meeting was ajourned.

LUNCHEON SESSION

Friday, May 6, 1960 12:15 P. M.

Mrs. Leo Graybill presided graciously at the luncheon. After welcoming the group again to Great Falls on behalf of the Great Falls Public Library, complimenting the committees on their efforts for the meetings, and praising even the weather, introductions were made. These included Mrs. Ruth O. Longworth; The Honorable William H. Swanberg, Mayor of Great Falls and President of the City Library Board; Mrs. Swanberg; Mrs. Harold McCracken and Mrs. Alma Jacobs. Also introduced were seven members of trustee's groups. They were

Mrs. Abrams, Ollie, Montana, Mrs. Ray Hart of Billings; Mrs. Hugh McNamer of Conrad, Mrs. C. G. Johnson from Plains, Mrs. Robert Bemis of Superior, Mrs. R. D. Warden of Great Falls. Mr. Leo C. Graybill was also introduced.

Three prizes of autographed copies of Dr. McCracken's book on Charlie Russell were presented. One copy was received by Mrs. Abrams who had come the greatest distance. Another copy was presented to the Hill County Library for the greatest number attending. The third, a door prize, went to Mrs. C. G. Johnson of Plains.

Mrs. Graybill then presented the speaker for the luncheon, Dr. Harold McCracken, Director of The Whitney Gallery of Western Art and The Buffalo Bill Historical Center, of Cody, Wyoming. (Excerpts from Dr. McCracken's talk begin on page 11 of this issue.)

SECOND GENERAL SESSION

Friday, May 6, 1960 2:10 P. M.

The second general session of the 47th annual conference of the Montana State Library Association was called to order at 2:10 P.M. by Mrs. Helen M. Ewing, President-elect. Mrs. Ewing is the librarian at the Carnegie City-County Library Glasgow.

In her opening remarks, Mrs. Ewing paid tribute to two members of the convention, Mrs. Clara Roberts, Choteau Public, 86 years old, and Mrs. Dorothy McLeish, a trustee of the Choteau Public Library, for their many years of service to Montana libraries.

Mrs. Ewing then introduced Mrs. C. G. (Katherine) Johnson, Trustee, Plains Library, who gave the introduction to the program for the afternoon, two role plays showing a good library board meeting, and the second depicting a library board seeking county support.

Mrs. Johnson presented the cast of characters for role play one and gave a description of the community which the board represented.

The principal characters were played by Mrs. Leo Graybill, Trustee, Great Falls Public Library; Mr. A. J. Richardson, Chairman, Friends of the Library, Great Falls; Mrs. Charles Abrams, Trustee, Ollie Public Library; Miss Harriette Cushman, Bozeman; Mrs. Louis Flcerchinger, Trustee, Conrad Public Library; Mrs. Clare Smith, Librarian, Miles City, and Mr. Jack Lindsay, Trustee, Great Falls Public Library.

The cast of characters gathered on the stage, and the play began, following the order of business usually followed in such a meeting.

The second role play depicted a Library Board meeting with the County Commissioners to ask that city and county join forces to provide better services for both. This playlet shows the objections that might come out of just such a meeting, and how proponents of the merger should meet the objections.

This second role play was presented by Mrs. Beverly Bemis. Principal participants included the same Library Board Group, three County Commissioners and a County Attorney. These were played by Mr. Tom Jermin

PNLA CONFERENCE
SUN VALLEY, IDAHO
SEPT. 21-24, 1960

Great Falls; Mrs. Hugh McNamer, Conrad, Mr. Gene Robinson, Trustee of the Conrad Public Library, and Mr. Earl Marshall, Bookmobile Librarian of the Great Falls Public Library. Also assisting as Representatives of City and County organizations of the KTD (Keep Taxes Down) Association were Miss Veronica O'Sullivan, Butte; Mrs. Carrie Koestner, Secretary, Friends of the Library, Missoula; Mrs. Roy Hart, Trustee, Parmly Billings Memorial Library; Mrs. Winifred Burdick, Trustee, Plains Public Library; Mr. Elmer Page, Trustee Sidney Public Library; Mrs. Emma Veach, Columbus; Mrs. Perl Coombs, Librarian, Glendive Public Library; Mrs. Goldie Cederholm, Trustee, Denton Public Library; Mr. Merwin Moores, Librarian, Northern Montana College, Havre Miss Kathleen Campbell, Librarian, Montana State University Library, Missoula; Miss Lesley M. Heathcote, Librarian, Montana State College Library, Bozeman; Mrs. Oscar Hoiseth, Havre; Mr. and Mrs. Chet Kavanagh, Conrad; Mr. Carston Beck, County Commissioner, Roosevelt County, Culbertson; Mrs. Letitia Johnson, High School Librarian, Ronan; and Miss Eilene Morrison, Assistant Professor, Montana State College, Bozeman.

The two role plays were followed by a brief question and answer period, with inquiries answered by Ruth Longworth, Director, State Library:

Question: Does state law limit the levy available at county level?

Answer: Yes.

Question: Can you combine 2 libraries and serve the same people for the cost of operating one library?

Answer: Certainly not. But you will get more for the money spent.

Question: What does a bookmobile cost?

Answer: We should pay at least $6,200 for a bookmobile, to hold 1500 books.

Question: Will a bookmobile replace school library service?

Answer: No.

The afternoon session closed with the following summation remarks made by Mrs. R. D. Warden, Trustee of the Great Falls Public Library.

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SUMMARY OF DAY'S MEETINGS

Mrs. R. D. Warden

This morning we looked at the role of the national, state and local library picture. We heard Mrs. McNamer give her super talk on the Library Trustee. Kathleen Campbell has written to you on ALA-AALT membership.

I'd like to stress again the importance of membership in the ALA AALT. It is simply a must and when you go back to your homes, think about this and act for the time is now. Every library trustee in the state should become a member and they would know just how each and every other library throughout the nation is meeting similar problems. Peg Gadbow can receive your memberships today.

Friends of the Library should join their Friends' group. If there isn't a Friends group, start one.

PATRONIZE MLQ ADVERTISERS

I know that there are a dozen things that could be improved with the help of a strong Friend's group in each town in the state.

The Library Services Act explained the standards of a good library and you can use these to measure your own library. Your library budget can supply funds for some of this work.

The upsurge in library activities is due to Mrs. Longworth. She has visited all or at least most of the libraries in Montana; she has given assistance to small libraries and she has administered the Library Services Act money to the best advantage.

One of the major steps in Montana library service, is an adequate state budget. You'll be called upon to support the state budget by writing and seeing your legislators, for this next year, 1961, is legislature year.

Your program has given you a glimpse of the ideal arrangements. If libraries work together, a small library can have access to a larger collection by mutual agreement. This method broadens the base of tax support and makes possible the sharing of services and books.

As has been said, we have a four-fold purpose: 1. To develop an awareness of what good library service is. 2. To increase understanding of the responsibilities of trustees and friends. 3. To increase our knowledge of Montana's plan for library development. 4. To secure citizen support for a dynamic library program.

I am sure that when you go home, you will be bursting with ideas of ways to do these four things in your localities. Libraries are really on the upsweep and now is the time to see that they keep on.

Never has such an awareness been felt in the library field. Never has such an emphasis been placed on learning, the use of books, the how to do it yourself and the education of so many people.

The players have tried to help you point the way to the different things that should be included. Always have an agenda and then you will have a purpose.

The board meeting and sample budget presentations were made to show you how to adapt it to your own situations. It is legally possible to set up working agreements between cities and counties across city and county lines, as well as inter-county areas. More than one county can participate in the program, using a strong central collection.

I know that you can't digest all of this material today, but when you get home, take it out, read it over and put some of these ideas into practice. This is the first time that we have tried to have a day devoted to trustees and friends. I hope that we have helped you and that you can come back to our second annual meeting next year and give your ideas to the rest of us, so that Montana will go ahead and take her place among the states with the best library services.

Don't forget to sign up for ALA-AALT before you go home. If you cannot do it now, be sure to include this figure of $6 in your next budget. Try to have your librarian get a copy of the Trustees Manual and know what is in it and just what wonderful powers and responsibilities a trustee has.

BANQUET SESSION

Friday, May 6, 1960 7:00 P.M.

The tables for the Friday evening banquet were attractively arranged. Favors, small knife key chains, were provided by the First National Bank.

Miss Kathleen Campbell presided. Mrs. Jacobs, the President, had sent her regrets. She was unable to attend because she was on a TV program to aid in the promotion of the Great Falls Public Library.

The people at the head table were introduced. They were Mrs. Emil Olander of Miles City, President of the Montana School Board Association; Mrs. Ruth O. Longworth, Director of Montana State Library Extension Commission; Mrs. Chet S. Kavanagh of Conrad; Mrs. Bea O'Mahony of Great Falls, Conference Chairman; Mrs. Helen Ewing of Glasgow, Vice-President and President-elect; Mr. Tom Jermin of Great Falls, Montana Chairman of National Library Week.

Mr. Jermin was thanked for his outstanding work on National Library Week and responded drolly saying, "It's like this--National Library Week, what little we did, through what you did, it made National Library Week in Montana a huge success." (Puff, puff)

Miss Campbell emphasized that "without books we would have no learning" as she gave a cordial introduction to our speaker of the evening, Mr. William Bernard Ready, Director of Libraries at Marquette University.

(Note: Mr. Ready's talk will appear in the October issue of the Quarterly)

THIRD GENERAL BUSINESS SESSION

Saturday, May 7, 8:30 A. M.

The third general session, a business meeting, was called to order by Mrs. Alma Jacobs, President.

The last order of business was the consideration of the annual reports. Since the reports had been mimeographed and distributed at registration, the President called upon each chairman for any additional comments, or corrections.

Miss Lesley Heathcote, chairman of the publications committee, presented the problems of the Montana Library Quarterly at the request of the Executive Board. For five years the work of duplicating the Quarterly has been handled at Montana State College. This service involving staff time and materials has become impossible to continue on the same scale. If the Association desires to continue the Quarterly, it will be possible to continue to prepare the stencils but the processing must be completed elsewhere. Partial or whole coverage of the expense might be met by more advertisements or subscriptions.

Mrs. Jacobs expressed the knowledge and appreciation for the members of the untold hours spent by Lesley Heathcote and her staff and asked for an expression from the members concerning the problem. Mrs. Elsie Ekegren moved that the Association support the Quarterly to the amount of $200 a year, if needed. The motion was seconded.

Various comments of appreciation of the value of the Quarterly were made. Mrs. Davis questioned the possibilities of combining The Montana Libraries and The Montana Library Quarterly.

Miss Heathcote clarified the problems involved. The Montana Libraries cannot be financed from outside sources since it is a state printed publication. Some space could be allowed but not sufficient to include proceedings, membership lists, the Constitution, etc. Ruth Longworth confirmed this information.

Following a more complete discussion, the question was called for and carried.

The chairman reports of the State Library Extension Commission, School Librarians Division asked for additions.

Reviews of other reports continued.

Kathleen Campbell moved the reports of the committees and divisions be accepted. Lesley Heathcote, seconded, and the motion was carried.

Alma Jacobs thanked the chairmen and members of the various committees for their fine work and urged members to READ the reports completely. They are important.

Mrs. Jacobs explained, at the request of the Executive Board, the steps necessary if The Friends of the Library felt ready to organize as a division of the Association. The by-laws concerning divisions were read.

Following a discussion, Kathleen Campbell moved that the board investigate the possibility of setting in motion the steps for the development of a division of Friends and Trustees. The motion was seconded and carried.

The President announced that the plans for the new Rocky Mountain College Library were on display and also the plans for the Great Falls Public Library.

The announcement of the open house for Lewistown's completed addition were made. It was also announced that Mr. Sandsmark has donated $1,000 toward the Ronan Library Building. Mr. Sandsmark stated that the donation was really from all because of our business and friendship.

The President told of her dream of every patron maybe being an "angel" with funds for the Great Falls Library.

Mr. Clifford R. Freeburg, Director of Education from the State Prison told of the library problems. The oldest book was copyrighted in 1914. The newest reference book, a 1942 volume. Help in developing a better collection through donations would be appreciated. Discussion followed in which it was suggested that books be sent through the sheriff's offices although a list giving author, title, copyright date and condition first was advisable. Some books had been sent through NLA and were appreciated. The funds that had been planned for the library were unavailable after the earthquake made it imperative that they be used otherwise. Future plans include a library. It was emphasized that all books to be sent to the prison should be weeded carefully.

The President turned the meeting over to Mrs. Letitia Johnson for the continuation of the program. Following a brief recess Mrs. Johnson again called the meeting to order.

THIRD GENERAL SESSION

Saturday, May 7, 1960 9:00 A. M.

Mrs. Johnson

Miss Eleanor Ahlers, Executive Secretary of the American Association of School Librarians, suggested at the conclusion of our program at Livingston last year that we use the new standards in our program for this year and told that we might apply to become a pilot state in the implementation of the new library standards. With the consent of our executive board, and the help of Miss Eilene Morrison and teacher-librarians attending her workshop at MSC last August, we prepared the application.

Alma Jacobs, MSLA President; Inez Herrig, your MSLA representative on our executive board; Miss Harriet Miller, State Superintendent of Public Instruction; and Mrs. Ruth Longworth, Secretary and Director of the State Library; promised their cooperation at the time of application--and have certainly fulfilled their promises.

In November, word came from Miss Mary Gaver, Chairman of the AASL Standards Implementation Committee, that Montana was chosen one of the pilot states. Eilene Morrison was named our state pilot representative for AASL.

The first week of March, the promised modern measuring sticks for the school library, arrived by mail. Today is the day that we consider the role we expect the library to play in furnishing an education--or a better-than-average education for the youth of our state.

We welcome you--administrators, principals, classroom teachers, school board and PTA representatives who are meeting with us. If we spoke all the languages of the Foreign Language Teachers in their convention here today--still we could not say how greatly we appreciate your being here. I trust that someone of this delightful staff in the Great Falls Public Library will loan you a "do-it-yourself" book that will solve all the budgetary, teacher-hiring, chaperoning, chauffeuring, and public relations problems that you left at home.

We cannot feel that we are welcoming the public librarian--rather that they are welcoming us! They really initiate, supplement and fulfill the work of the school librarian--for learning is a lifelong process and it is impossible to parcel off either of our privileges into neat little packages.

We were selected as a pilot state in the implementation of the new standards partly because we were described as a state having a "great potential".

I'm proud that we have a potential--of leadership from school men dedicated to "A Quest for Quality" and to "Let Each Become all He is Capable of Becoming";--of teachers who are eager to find and use instructional materials to amplify and enrich and prove the magic of the knowledge found in textbooks;--of librarians--school and public--who show their respect for knowledge and for the individual;---of parents who want a better-than-average life for their children--starting with a better-than-average fund of knowledge and then a continuing desire to know and to enjoy and to appreciate;--of leadership from the schools of education in our state where they are training future educators in the use of the library; and---of a citizenry that takes responsibility for educational and cultural facilities in school and community.

"You must have knowledge before you know its utility" were the words of an Indian educator; we must know what good library service is before we can develop it.

Active cooperation--tailored to the needs of the individual community--between public and school librarians furnishes a real challenge here where "We are advancing faster educationally then we are financially"--as one of our educators stated: This cooperation is evident here today--MSLA is devoting the program to consideration of the AASL-sponsored pilot program for implementation of school library standards. Miss Miller appointed Inez Herrig, a public librarian, and Ruth Longworth--who would be described as a hybrid--to the state school library committee.

I am proud to have the opportunity to present this program to you today because it is the most useful subject we could consider. It deals with problems and aspirations that we all experience.

Since we are a pilot state, AASL has sent us a specialist to present desirable goals and to discuss them and ways of achieving them with us.

Her background of successful teaching and library work in this Northwest is very important to us today. In addition, she has conducted library workshops in several western colleges, written columns regularly for professional magazines, acted on book selection committees for ALA, and telecast her own "Have Book--Will Read" from Denver. She's experienced--already she has given the keynote address for Oklahoma's pilot program. And she's bright--can you see that Phi Beta Kappa Key?

I present to you, Miss Lucile Hatch, Associate Professor, School of Librarianship, University of Denver --our keynote speaker!

Anderson Office Machines
13 5th Street North
Great Falls, Montana

Blewett Business Machines
323 North Main
Helena, Montana

Empire Office Machines
119 East Main
Bozeman, Montana

THE TIME IS RIGHT!

Lucile Hatch

Thank you, Mrs. Johnson.

It is indeed a pleasure to be with you today. Last fall I was in your very beautiful state to spend a few days in Glacier National Park. The scenery there is truly magnificient as you all so well know. It reminded me of the grandeur of my home state of Washington and the mighty Rockies of my adopted state of Colorado. Yet, I enjoy your long expanses of waving wheat fields for I spent part of my childhood in the wheat area of eastern Washington.

My last trip of a professional nature was in 1957 when I attended the Mountain Plains Library Association annual conference in Bozeman. I still remember with pleasure the fine meeting we had, the very attractive dormitory in which we housed, and all the thoughtful planning that made our stay such a pleasant one and such a profitable one.

It is good, too, to meet again former friends and librarians about whom I've heard so much - and to share again the warm hospitality for which Montana is so deservedly famous.

I am particularly pleased to be here as a representative of the American Association of School Librarians, who send you greetings. I need not tell you that they are vitally interested in what you as a pilot state are doing today to implement the 1960 standards, and are happy to have a part in all of it, now and in the future.

It is with pride that I speak to you today about the new standards for school libraries. The whole library profession, I think I can safely say, is impressed by the quality and vision of this program. And well it might be, for a glance at the names of the members of the School Library Standards Committee is enough to prove that this book is the work not only of the finest minds in the school library field but represents also the combined thinking of authorities in related fields represented by 21 outstanding associations.

What are standards? Webster's dictionary says a "standard" is "that which is set up and established by authority as a rule for the measure of quality, weight, extent, value or quality". Or "that which is established by authority, custom or general consent, as a model or example". In these new standards, then, we have the criterion by which to evaluate our own programs; a goal toward which to climb. And what a climb it will be! While a few schools in the country have already reached, or exceeded in part, these new standards, the great mass have not even approached them - have not, in fact, achieved the 1945 standards set forth 15 years ago. For example, 75 percent of the elementary schools in the country do not yet have libraries.

The picture is no brighter in Montana, I believe, at this time, since I understand that only a few of the largest cities have libraries in their elementary schools. Through the kindness of Miss Eilene Morrison, who sent me a copy of the new Accreditation Standards for Elementary Schools, I am aware that by 1961 - "Since the library is essential to the instructional program, it is recommended that library services include both a central library and classroom libraries. It is further desirable that central library facilities provide a reading room and/or area, a work room and/or

area and a conference room and/or area."[1]

This is a prodigious step for your state to take! I applaud the far-sightedness of your leaders who have already made such progress toward our joint goals! Yet these recommendations fall far below the proposals of the new standards.

If this be true, why have such high standards? Webster, in another definition states that a "standard is a structure built for, or serving as, a base or support for something". This is the function the American Association of School Librarians hopes the new standards will provide for all of you - a firm uncompromising support for the program you are building in each of your schools throughout the state--as well as a guidepost to the library of the future.

Standards, may I remind you, are not new! Nor is the idea of a school library new, for a fundamental belief in good education accompanied the earliest settlers to this unexplored land. As early as 1827 Governor DeWitt Clinton suggested to the New York Legislature that there should be a small collection of books in each school. Laws were passed in many states empowering districts to tax themselves for such library service. By 1850 in New York alone there were 1,500,000 volumes so purchased. Unfortunately, the people generally did not understand the value of library service, teachers preferred to teach from a single text, book selection was done by board members from publishers' catalogs and little if any provision was made for the housing of these collections. Consequently, the program dwindled away, the books became lost, and the whole experiment was deemed a failure.

The idea lay dormant until after the Civil War for this was a period when libraries, along with every other educational and cultural endeavor, suffered. But there was a bright spot! The philosophy of education was changing. New aims and objectives were creating a demand for supplementary literature in the classroom.

By 1876 there was a resurgence of interest in school libraries. Public libraries, which for some time had been instrumental in developing service for or in the schools, continued to provide special collections for students. They "taught" courses in library instruction. They permitted teachers to check out 50 or so books for a classroom library. Sometimes they set up branches or stations in the school itself. The contribution of public libraries has been so notable that the 1960 standards recognizes their importance on pages 49 and 50 by setting forth six ways in which the school library can maintain "effective relationships with the public library".

I am glad that there are so many public librarians present today to hear me express appreciation for their great contribution to the development of school libraries, past and present.

State legislation, as it had earlier and is now in your state, proved to be an important influence. By 1892 New York State had passed library laws requiring (1) school libraries to be housed in schools, (2) the appointment of a school librarian to care for the library, and (3) the district to raise locally by tax as much money for books as it received from the state. For this period this was an excellent law and especially noteworthy for its inclusion of state aid. Unfortunately, it would be 8 years before a library school

graduate would actually be appointed as a high school librarian. Book collections too often were dominated by poor state lists. Progress continued to be slow.

In 1911 the Library Department of NEA appointed a committee to study high school libraries. In 1914 a similar committee was appointed for elementary schools, probably the first important recognition of the value of libraries in elementary schools. The same year the School Library Section of ALA was organized.

Acknowledging the need for standards, the Library Department of NEA in 1915 appointed a library committee (1) to investigate conditions in school libraries, (2) to make the results known to administrators, and (3) to aid in bettering conditions. The committee report often called the Certain Report from the chairman's name, was adopted in 1918 by NEA and endorsed in 1919 by ALA. By our standards the report was filled with petty details, but it formulated principles that still today are basic to a good school library program; appropriate housing and equipment for the high school library; professionally trained librarians in charge; scientific selection and care of books and other printed matter; proper classification and cataloging; instruction in use of books and libraries; adequate annual appropriations; and a trained librarian as a state supervisor.

Until 1945 no new national standards were adopted. Instead, just as Montana is blazing the trail for other states in the region to follow, states and regions were active in this area with growing emphasis placed on qualitative standards rather than the quantitative approach so noticable earlier.

In 1945 ALA published School Libraries for Today and Tomorrow, which would serve for 15 years as its official statement. Although definite figures were listed, the members of the Committees on Post-War Planning were wise enough to state: "The post-war period will witness a great upsurge in the availability of books, periodicals, and other printed materials for use in schools. It is recognized that the standards submitted herewith must be considered only tentative. They represent the most recent professional thinking and planning concerning school libraries. They are based on the vast experience of the personnel of the American Library Association and its section, The American Association of School Librarians. They represent minimum essentials in budget, staff, and facilities. It is hoped that boards of education and superintendents of schools will not only utilize these standards as budgets are prepared, personnel is engaged, and facilities are provided, but that they will also recognize the importance of moving steadily forward so that the library may truly become a community center of the world's best thinking to which citizens and children may have access. It is also important that libraries never be considered static and that frequent surveys be made to discover new needs and new aspects of modernization." [2]

By the fifties it was obvious that they had been prophetic, for this was a period of tremendous growth as all of you know. With dynamic educational programs unfolding in the pre-and-post-sputnik world figures such as $1.50 per pupil for books became patently inadequate to provide the quality of library service required. It has become obvious, too, that figures set down as minimums had soon become maximums. With prices spiraling, the whole program was in danger of collapse.

While many forces - both inside and outside school systems - were at work, much of the responsibility for this lag must be borne by librarians who refused to view the future realistically; who were content to toil evenings and weekends, secretly proud of the long hours devoted to their profession -- Miss Henne calls this the "willing martyr" complex--; who were so "possessive" that, although they might accept sympathy for their dedication, they really did not want additional help that might upset their own hallowed routines; who neglected to advertise, to educate faculty, administrators and the public about the role of the library in modern education, the indispensable functions it performs - or should perform - everyday; who failed to ask for adequate personnel, budget, and facilities to make the library a vital force in the education of the young. For lack of true leadership from those whose responsibility it was to lead, a unique concept, a major American contribution to the thinking of the rest of the world where school libraries in our sense are almost unknown, seemed destined to remain just that - only a concept.

Fortunately, there are always those willing to try again. It is not surprising, then, that "several years ago there came to the executive office of the American Association of School Librarians a steadily increasing number of requests from school administrators and librarians that the national standards for school libraries be revised."

The American Association of School Librarians recognizing that most of the quantitative standards were out-of-date and unrealistic, appointed a School Library Standards Committee. Recognizing, too that the new standards would be of vital importance to all connected with education, AASL invited representation on its committee from some 21 professional organizations, such as the American Association of School Administrators, without whose help no program can become truly operative, the American Institute of Architects, whose members can circumvent our best efforts by their library plans, and the Department of Classroom Teachers, with whose members we work most closely. For a complete list of the cooperating organizations, see pages ix-xi in Standards for School Library Programs."[4]

As a beginning they turned to the goals of education as stated by the Educational Policies Commission in Education for All American Youth.

"All American youth are citizens now; all (or nearly all) will be qualified voters in the future; all require education for civic responsibility and competence.

All American youth (or nearly all) are members of family groups now and will become members of other family groups in the future; all require an understanding of family relationships.

All American youth are now living in the American culture and all (or nearly all) will continue to do so in the future; all require an understanding of the main elements in that culture.

All American youth need to maintain their mental and physical health now and in the future; all require instruction to develop habits of healthful living, understanding of conditions which foster health, and knowledge of ways of preventing disease, avoiding injuries, and using medical services.

"All American youth will be expected to engage in useful work and will

need to work to sustain themselves and others; all therefore require occupational guidance and training, and orientation to current economic conditions.

All American youth have the capacity to think rationally; all need to develop this capacity, and with it, an appreciation of the significance of truth as arrived at by the rational process.

All American youth must make decisions and take actions which involve choice of values; all therefore need insight into ethical values. Particularly do they need to grow in understanding the basic tenet of democracy - that the individual human being is of surpassing worth."5

They re-evaluated the objectives set forth for the school library in School Libraries for Today and Tomorrow in reference to the objectives above and found them still valid. With this background of understanding, "these representatives participated in several all-day meetings and gave invaluable assistance and direction in planning the procedures for revising the standards, in formulating the philosophy of school library service today and in carefully appraising the three preliminary drafts of this publication submitted to them."6

"From the beginning of the Committee's work, the policy was followed of utilizing the judgments and experience of a large number of administrators, teachers, and librarians in the schools so that the standards would be not just a committee project, but, in a very real sense, the enterprise of many individuals throughout the country."7

State supervisors were asked to identify schools having very good library facilities and resources. To 1400 of these were sent questionnaires covering facts about library budgets, staff, materials collections, and quarters.

"From all these sources -- plus the advice, suggestions, and criticisms obtained from consultants in special areas and innumerable conferences with individuals and small groups -- have evolved the general plan, coverage, and content for those principles and policies that represent the qualitative standards for school library progress."8 The quantitative standards reflect the best judgment of the panel supported by evidence that the standards here presented are being met in a small number of schools with very good library situations and by the reports of many school libraries that they could profitably use collections, funds, and staff of the size recommended.

Dr. Frances Henne in her talk at the State Assembly Breakfast stated: "We are not just talking... about materials; we're not just talking about staff; we're not just talking about any isolated part. We are talking about a 'bang-up' program in the school in which the school library is permeating every nook and cranny of that school -- with materials throughout the school as well as in the library, with work with teachers, and with the always exciting, stimulating, on-going, important, never-ending work with the boys and girls and young people. So when we present a figure to you, think first of program, because this is the context in which we are presenting it."9

"Any of the recommendations for the improvement of schools, currently receiving so much stress and attention, can be fully achieved only when the school has the full complement of library resources, personnel, and services. This fact

holds true for the multitract curriculum, ability groupings in subject areas, the expanded and intensified science program, the toughening of the intellectual content in all courses, advanced placement, and accelerated programs, the development of the desciplines of critical thinking, the teaching of reading, the provision of a challenging education for superior students, the meeting of needs of all students no matter what their abilities may be, ungraded elementary school classes, and similar practices and proposals."10 The standards, therefore, apply to all schools, regardless of grade level.

"The standards consist of three main types: 1. principles of policy and practice that made the library program an educational force in the school; 2. principles of administration and organization that made the school library an efficient tool, and 3. specifications for the staff, materials collections, funds, quarters, and equipment required for the translation of principles into action."11

I know you are all anxious to learn just what the standards actually do specify, but let me stress first the fact that, while the figures will seem high, they are merely realistic in view of what is expected of our educational program today and through it of our school libraries. No longer will a collection of a few hundred books answer all the questions of our youth, stimulated as they are by TV, radio, and other media of communication. No longer can we find represented all the insights necessary to the development of critical thinking even in a collection of many titles. All types of materials -- magazines, maps, pamphlets, models, films, etc. -- must be made conveniently available. Local viewpoints must be supplemented by national and international points of view. Differing opinions must be represented.

To provide such a wealth of material demands cooperation. Therefore, Part I covers the importance of a strong library program to all citizens, explaining in detail the objectives and scope of such a program and what citizens can do to get libraries established or to hasten the improvement of existing libraries that have not yet met recognized standards.

Part II devotes itself to the problem of planning and implementing school library programs, with discussions of the roles of school board members, administrators, school library supervisors, the school library staff, curriculum coordinators, and teachers. To many school librarians this section may well be more surprising than the controversial quantitative figures, for it has never occurred to them that these goups should be actively sharing in the development of the library program.

Administrators and school board members more often than not have failed to appoint supervisors or to provide adequate budgets or to plan library quarters carefully -- yes, even to participate in the formulation of a philosophy -- because they did not understand the library's potential, its proper role in the total educational picture. You invited administrators to this meeting. Did you think to invite the school board members? Perhaps you did, for I noticed that there was a representative of that group at the head table last night, but if you did invite them it is most unusual. This group, so overlooked by librarians, are in a key position to help us bring our program to fruition. I know one large school

system where an interested school board member attended state library meetings regularly and was a constant source of support to the library program at every school board meeting. Without her understanding and influence, the centralized cataloging program would not have been enlarged to include the junior high schools.

How many times students of mine have obtained the "impossible" just by asking after their courage was stiffened by class discussion. For example, one day after a discussion of library budgets a high school librarian happened to meet her principal while crossing the campus. She told him how inadequate her budget was. He asked her how much she should have. That afternoon she gleefully informed us that her budget had been tripled. All she did was ask!

Just this week I learned of a situation where a recent decision to assign only two librarians to each high school next year was changed when the supervisor explained that at least three librarians were needed to provide the measure of service to which those schools were entitled. If your superintendent is not enthusiastic and whole-hearted in his support, perhaps you'd better study your campaign techniques! Ask him to read this section of the standards! Offer to discuss it with him! Encourage him to have the school board members read it. Ask for an advisory committee to share in establishing policies and selecting books. Ask for time in faculty meeting! Solicit the aid of your teachers who more and more will discover that their success depends upon the resources of the library. Keep them informed about the services of the library through bulletins, book talks at department meetings, or, if the school is small, and most schools in Montana are small, by individual conversations. Made good use of the excellent Discussion Guide prepared to help your district implement this new program. You'll be surprised at the results!

And don't stop at the local level! Work for a state library supervisor! I'm sure Miss Miller, your very able State Superintendent of Public Instruction, would welcome the services of a specialist in this area. There is not a better way to develop a top notch program at a reasonable cost than to have a knowledgeable supervisor who can devote full time to a study of the needs and the strengths of the whole state, one who can coordinate services, advise both the trained and the untrained, and plan realistically, step by step, for the future so that in five years, ten years, every school will have a strong program within its own walls, or through the services of a district materials center as outlined in the chapter "Cooperative Planning for School Libraries."12

Because Montana has so many small schools which will not be able in the foreseeable future to provide superior library service within their own walls, it is particularly important that there be a supervisor to set up central agencies to provide library services and resources for cooperating districts. Where it is not feasible to set up a special center, contractual arrangements may be worked out with existing agencies, such as the county or regional library. Weld County Library in Colorado purchases and completely processes library books for small schools in its region. If I remember correctly, it is able to provide this service at the extremely low cost of approximately fifty cents per book. The individual school benefits two ways: the actual cost per book is reduced, and time is

freed for other aspects of the library program.

Part III covers the resources for teaching and learning. This is the most controversial section, for administrators take the figures out of context and decide arbitrarily that they can not be met. True, $4.00 to $6.00 per student for books does seem high compared with the previous $1.50 -- particularly when many schools have not yet reached the $1.50 level. But have you compared the purchasing power of $4.00 today with that of $1.50 fifteen years ago? It is not as big an increase as you might think! With the cost of books up about 60% it now requires $2.40 to match the $1.50 of 1945. When you further consider that the price of books is advancing about five to six per cent each year and that these standards will be in force for several years, the $4.00 to $6.00 figures can hardly be called "visionary." If you "sell" your program -- and you can -- it is needed -- the school board will find the money!

To administer this budget of $4.00 to $6.00 and to organize a collection of 6000-10,000 books, plus 25-120 magazines, the standards stipulate that there be one librarian for each 300 students in schools of 900 or under. In larger schools clerical help should be provided at the ratio of one clerical for each 600 students.

"I would like to point out that the number of staff sometimes seems high," Miss Henne said at the State Assembly Breakfast. "But if we break it down, even for 300 it means just slightly more than five minutes per child in your school if you did nothing else -- if you did no book selection, which can take a full year for almost any librarian on a staff if properly done. It does not allow for work with teachers; and here again, there is no school in the country in my opinion, that couldn't have the equivalent of a full-time librarian working with teachers, and, as we get into larger schools, two, three, four, and five."13

Looked at that way, one librarian for every 300 is not excessive. When facts and figures are presented to document our position, administrators can see this. Unfortunately, too many still think all a librarian does is to stamp out books and tell children to be quiet. Until they think otherwise, they will not willingly allocate the necessary funds or hire the necessary personnel. To convince them, you must demonstrate what a good program is, even though your resources be far too limited. You must know exactly what services the library would add if more help were available and why.

Despite their belief in the importance of these standards for even the smallest school -- who more than the smallest school needs the wisest guidance in the library that it can obtain? -- the Committee recognized that the many schools in this country with enrollments of less than 200 could not hope to reach such goals at this time. For them a special chapter, Chapter 12, [14] established guiding principles. Inasmuch as Montana has 93 high schools out of some 175 with enrollments of fewer than 100, let's look at these recommendations for a moment.

"The library program within the small school may be in the charge of a classroom teacher, or it may be the responsibility of a field librarian who spends part-time in more than one school."15

"The smallest one-teacher school should have the services of a school librarian at least once a

week."[16]

"Each school building needs its own up-to-date and appropriate collection of materials, centrally located and easily accessible to all teachers and pupils. This collection must be supplemented throughout the school year by materials on short- or long-term loan, quickly available from the central agency."[17]

"In view of the fact that schools with 200 students need at least 6000 books in their school libraries, smaller schools, where circumstances permit, can use collections of proportionate size."[18]

Provision should also be made for at least 10 to 15 periodicals; an up-to-date reference collection; films, filmstrips, and records; and a selection of pamphlets, pictures and other vertical file material.

"In two-teacher schools serving different grade groups (1-3 and 4-6, for example,) each room is best served by having its own collection."[19]

To those critics who believe the new standards to be "fanciful," may I point out that this is a very down-to-earth chapter, one whose recommendations can be implemented in the very smallest school within the next year or so.

As I read the new standards, as I think of the challenge school librarianship in the future offers, I feel almost overwhelmed -- as I suspect you do. Fortunately, we don't have to achieve all of this alone. Never has the climate been so favorable; never have so many great people been so ready for guidance, so ready to help! The challenge is great; the "struggle" will be a long one; but what wonderful satisfaction awaits as each new goal is reached! We must begin now to insure that the youth of the future have the library resources necessary for the fulfillment of an education that encompasses all of the goals as enunciated by the Educational Policies Commission. You have your feet firmly planted on the first rungs! With patience and enthusiasm you can reach the pinnacle! Will you do it? You can, if you will, for the time is right!

FOOTNOTES

1. Memorandum to Administrators from Harriet Miller re Accreditation Standards for Elementary Schools. (Helena: State Department of Public Instruction, 1959), p. 4.

2. School Libraries for Today and Tomorrow. (Chicago: American Library Association, 1960), pp. 2--3.

3. Standards for School Library Programs. (Chicago: American Library Association, 1960), p. v.

4. Ibid., pp. ix-xi.

5. Educational Policies Commission, Education for All American Youth, (Washington, D. C. : National Education Association, 1944), pp. 16-17.

6. Standards for School Library Programs. (Chicago: American Library Association, 1960), pp. v-vi.

7. Ibid., p.vi.

8. Ibid.

9. Frances Henne, Remarks (adapted from tape recording of speech given at State Assembly Breakfast, Jan. 26, 1959, Washington, D. C.), p 2.

10. Standards for School Library Programs. (Chicago: American Library Association, 1960), p. 3.

11. Ibid., pp. 6-7.

12. Standards for School Library Programs. (Chicago: American Library Association, 1960), p. 106-113.

13. Henne, op. cit., p. 6.

14. Standards for School Library Programs. (Chicago: American Library Association, 1960), p. 101-105.

15. Ibid., p. 102.

16. Ibid.

17. Ibid., p. 103.

18. Ibid.

19. Ibid., p. 104.

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Mrs. Johnson thanked Miss Hatch for her inspiring contribution to the program and introduced Dean Linus Carleton of the School of Education at Montana State University. He spoke realistically from an educator's viewpoint on "Relating American Association of School Library Standards to our State".

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RELATING AASL STANDARDS TO MONTANA

Linus Carleton

Preceding a perusal of the new AASL standards, I did three things. First, I read over the library standards as listed in the Standards for Supervision of Junior and Senior High Schools in Montana. Second, I reread with care the library standards as listed in the 1959 revision of the Manual for Accrediting Secondary Schools which was prepared by the Commission on Secondary Schools of the Northwest Association of Secondary and Higher Schools. Third, I looked back in retrospect at the Montana school libraries I had observed over the past several years. These were located in schools widely separated geographically, and varying in size from over a thousand enrollment down to forty. The library programs in these schools varied from those which were clearly superior down to those which were practically non-existent.

After doing this "homework" I examined the ALA Standards for School Library Programs. As I read this volume, I must confess that I was impressed by the excellent job done by the committee which had prepared the standards. It was obvious that these folks were not only thoroughly acquainted with school library work but were fully aware of what good school library service should be.

I recognize that these standards, in the words of the committee, are "those that provide for very good school library programs." I realize, too: (1) that some schools already surpass the standards that have been suggested, and (2) that some schools will be able to reach these standards with only a little more effort than they are presently putting forth. However, for many schools, (perhaps for a good many in our state) the "standards will constitute goals to work toward, and the realization of the goals may take many years of careful planning and constant effort."

What I am interested in at this point is how we can bring about improvement of school library service in Montana. May I suggest

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that there are three steps involved: educating, appraising, and working.

Step 1. By educating.

The various publics with whom we deal must be made to understand the crucial role which the school library plays in the educational program of our schools. They must understand that the classroom teacher and the school librarian are indispensable elements in the educative process; that the "library is a laboratory for research and study for students to work alone and in groups under the guidance of a librarian-teacher," and that "this contributes to the growth and development of youth in independent thinking, in ability to study effectively, and in desirable attitudes toward reading, toward other media of communication and toward other learning and research." Furthermore, the various persons with stakes in the library program must be helped to know what constitutes: (1) a poor school library program (2) a mediocre school library program (3) an adequate school library program (4) an outstanding school library program.

As a means of helping these publics to distinguish good from poor library programs, the AASL standards will be extremely helpful.

Step 2. By appraising:

A consistent effort to evaluate the present library programs school by school must be made.

I must admit that I have been a bit disillusioned by some of the conditions I have found in some Montana school libraries. Among these are the following: (1) Book collections in which 90 percent of the books were fiction. (2) Book collections in which practically all non-fiction books had been published prior to 1920. (3) Book collections where more than half of the books were clearly inappropriate for the use of high school students. (4) Libraries which were kept locked except during the periods the teacher-librarian was required to be present. (5) Libraries in which there was no room for a student to browse or to study. (6) Librarians who had no knowledge about or interest in the school library program. (7) Libraries where qualified librarians were not permitted to select books. (8) Libraries where the librarian felt little responsibility for working with teachers and teachers felt little responsibility for working with the librarian. (9) School systems which paid lip service to the importance of library service but never practiced what they preached (or carried on what they reported they were doing).

Step 3. By working:

Only by intelligent and consistent effort can we bring library programs in Montana schools up to the standards set up by the state, the regional accrediting association, and the national association.

If we know what a good school library program is--and this is very well spelled out in the AASL book--and if we know where our school library programs are weak, we should know what to do to remedy the situation. All that is then needed is work. However, this will require a cooperative effort--a joint attack--a united front on the parts of all those who are involved in the library program.

As I see it, this includes the following groups:

(1) The School Librarians

There must be available librarians who are well trained and dedicated to the task of working for good school library programs. Here the

colleges must play an important role. All five of the public institutions of higher learning offer library courses, so library training is available. As I see it, school librarians have the responsibility, not only of making themselves better qualified to do the job, but of recruiting young people to select and prepare for library service. It is discouraging to note that during the present school year Montana librarian preparing institutions will have turned out only seven persons with minors in library science!

(2) The Classroom Teachers

We must, as I see it, require all teachers to get basic courses in the use of the school library in teaching. No teacher should teach in high school unless he or she understands the role that the library plays in the educational program of which she is a part. For teachers who have not had a chance to get this basic training, in-service training in the use of the school library must be provided.

(3) The Administrators (Principals, Superintendents, School Boards)

I quite agree with the statement made by the AASL committee: "School board members and school administrators, however, have the greatest responsibility and opportunity for making certain that the schools have libraries with functional programs and excellent resources." They are "ultimately accountable for the presence or absence, success or failure of libraries in the schools."

It seems to me that we cannot stress too much the crucial role which the administrator plays in the development of good library service for Montana elementary and secondary schools. Without their active participation in this forward movement we can expect library programs in the public schools of the state to continue to lag.

(4) The State Department

Most of you are aware that there is a Montana school library committee which was appointed by the State Superintendent of Public Instruction. This committee's immediate assignment was to prepare a manual which was to be placed in the hands of all teacher-librarians and school librarians in Montana. The manual has gone through two revisions and will be ready for distribution this fall. It will provide an excellent primer on librarianship which will be useful to teacher-librarians without adequate training, and will be helpful to all school librarians by providing a means of standardizing school library practices throughout the state.

In passing may I note that there is need for a library supervisor in the State Department--a person who can give the state active leadership in developing the kind of quality school libraries about which we have been talking.

If these groups of people (librarians, teachers, administrators, and state department) will coordinate their efforts, we can be sure that library programs in the state are going to improve steadily and, by that means, our total educational program will become better.

In closing, may I commend to you Chapter 12 of the AASL book. This chapter deals with library resources and services in schools having fewer than 200 students. When this was written, the committee must have had Montana in mind, for almost eighty percent of Montana high schools have an enrollment of fewer than 200 students.

As I see it, Montana has two alternatives by which it can provide adequate library service for the small high school. The school may decide to develop a library collection of its own which is adequate to serve the pupils in the school, and to provide a reasonably well trained librarian who is given adequate time and sufficient financial support to keep the library program operating successfully. This plan will be expensive, but if the relatively small high school is going to carry on an effective school program, it must expect that this is going to cost money.

The second alternative is a cooperative approach in which two or more schools get together to provide a central library, with jointly employed librarians, which will provide adequate service for all the schools involved. This situation has not been tried in Montana to my knowledge, but it seems to promise real help in developing good library programs for Montana high schools at a reasonable figure.

Montana has a long way to go to provide the kind of library services which its children deserve, but the situation is certainly not hopeless. By working together we can develop good school library programs. I urge you to join wholeheartedly in this endeavor.

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Following Dean Carleton's discussion, Mrs. Inez Herrig, Librarian at Lincoln County Free Library spoke on the same subject as a librarian and also from the standpoint of one of the committee who had worked on the development of the new standards.

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SCHOOL AND PUBLIC LIBRARY COOPERATION IN MONTANA

Inez Herrig

With apologies to Gertrude Stein I wish to state my theme as being "A library is a library is a library". Several events have occurred to force me to recognize the necessity of taking advantage of the possible benefits which might be derived from such a line of thought.

Several years ago I was asked to act as a member of the committee set up by the American Association of School Librarians to revise the standards for school libraries. To be perfectly honest, my appointment was not due to any particular knowledge or ability I might have as a librarian, but because I happened to be at that time the Libraries Division Chairman of the General Federation of Women's Clubs, a nationally prominent organization which has been actively interested in libraries during its entire existence of over sixty years.

This introduction to the school library field on a national level was most stimulating and educational. I frankly admit that I contributed nothing but gained immensely.

When Miss Harriet Miller appointed the State School Library Committee to help promote better school libraries in Montana I was asked to be a member to act as a representative of public libraries, because of this previous appointment. This chain reaction was also the cause of my being the Montana State Library Association representative on its School Library Division Board this past year.

During this time I have become increasingly aware of the common pattern of public and school library service coupled with the

failure of librarians to recognize it. If you recall, Miss Eleanor Ahlers of the American Association of School Librarians, in her talk to us at convention last year deplored the separateness of school and public libraries in the nation as a whole. She stated that this separateness ranged from indifference in some localities to actual hostility in others. Some of the reasons for this are personality problems, the weaker of the two being fearful for his or her autonomy, a false sense of competition, lack of knowledge concerning each other.

Montana cannot claim exception to the general national picture but it does seem to me that there is little evidence of downright hostility and much evidence of indifference and lack of information.

Upon learning this I took it upon myself to do a little research by comparing the standards for public library service and the new school library standards. Of course, the professional training qualifications, the governing bodies, administrative problems, and some of the duties and techniques differ somewhat but in both fields MATERIALS AND SERVICES are the two essential functions. Both have a program of guidance in the use of educational, informational and recreational materials; both have great responsibility and standard aids in book selection and book discarding; both use Dewey classification, arrange their books similarly, require well-lighted, attractive physical quarters; both require adequate and competent personnel; both recommend small areas joining with others in centralized processing and cataloging, sharing of books and other materials and other cooperative efforts; both urge strong citizen support. I could -- and nearly decided to -- quote from both standards and had I left out identifying words you could not have guessed which standard I was reading from on many of these procedures and objectives. No two public libraries are the same--so much depends upon the personality of the staff, physical set-up and economic conditions, and by the same token no two school libraries are exactly the same. Yet no one thinks of highlighting those differences except in terms of services and materials.

The public standards have the following to say: "Public libraries and school libraries are part of a network of library facilities, and should work together to provide coordinated and complete service for children and young people. The public library and the school library have related functions. One serves the child in his school life, and other in his community life, and the services of the two agencies complement each other. This is not a cause for concern because the child benefits from both, and with co-operative planning unnecessary costs are avoided. The public library also gives the young person experience in using the facility which will be his resource after he leaves school. There should be continuous joint planning between those responsible for school and public library service, based on realistic recognition of the functions of each agency, in order to provide complete library service to children and young people...Public library service to schools is not a substitute for a library within the school. The public library activities should be designed to encourage the growth of school libraries."

In the School Standards, under "Activities of school librarians" we find the same stress on cooperation with practical suggestions. (Inasmuch as many of you probably

won't read them I will give them to you now.) "The head school librarian...maintains effective relationships with the public library in the community.

(1) Both school and public librarians assume responsibility for making contacts with each other and for acquiring knowledge about the resources, services, plans, and programs of the complementary library agency. A program can thus be established in which each serves the same public with a wise utilization of available resources and without needless duplication of effort.

(2) In connection with planning any activities within the school buildings, the public librarian first consults the superintendent of schools who, in cooperation with such staff members as library supervisors and principals, formulates a statement of policy.

(3) After a statement of policy has been established, the public librarian approaches any department in the school through the principal who, in turn, asks the school librarian to participate in any planning or discussions that may ensue. The school librarian is thus aware of all library activities being carried on in the school and is in a better position to integrate his own work with the special projects conducted by the public librarian. He is also able to help the public librarian make new contacts in the school, if and when such contacts are needed and desirable.

(4) The school librarian and the public librarian keep each other informed about their programs and activities through conferences, visits, and regular and special reports.

It is the school librarians' responsibility to get advance information concerning school assignments to the public librarian and to inform him of changes in the curriculum...

(5) Joint book selection and reviewing conferences on children's and young people's books and other materials are frequently held, in which all professional staff members working with children or young people participate. Cooperative preparation of booklists may be undertaken as needed.

(6) The school librarian and the public librarian work together to assure representation of libraries for children and young people in the community's planned program of services to youth."

Thus, we school and public librarians have an invitation and a challenge to work together as librarians in the sense that we can add knowledge and joy to our fellow human beings, to youth and the aged, to the rich and the poor. By joining together in a united front in planning our community's library facilities we will build respect and support for all libraries.

"A library is a library is a library!"

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At the conclusion of Mrs. Inez Herrig's remarks, the group divided into small discussion groups. The following served as discussion leaders and consultants for the various groups:

Thomas Corbett, Supt. Harlowton; Mrs. Alice Fossen, Supt. of Schools, Roosevelt Co., Wolf Point; Mr. Victor Davidson, Division of Education, MSC; R. Duane Peterson, Principal Wolf Point; Dr. Duane R. Taft, Northern Montana College, Havre; Franklin K. Taylor,

Principal, Helena; Larry J. Watterson, Supt. Harlem; Winston Weaver, Principal Helena; Winston W. Wetzel, Supt. Whitefish; E. K. Wright, Supt. White Sulphur Springs; Katherine Anderson, Principal Great Falls; Kermit Cole, Elementary Supervisor Glasgow; Mrs. Marie Olander, Chr. School Bd. Assn. Miles City; Earl Frederick, Fort Benton HS; Eleanor Brown, Missoula; Donald J. Calfee, Alberton HS; Jane Carey, Glendive HS; W. B. Forsyth, Missoula HS; Irene Greenleaf, Laurel HS; Eleanor Ivankovich, Anaconda HS; Dorothy Keller, Great Falls HS; Carol Koehnstedt, Miles City HS; Merwin M. Moores, Havre; Sister Miriam Rita, Great Falls Central Catholic High; Dorothy Wegner, Bozeman HS; Rev. James R. White, Helena; Mrs. LaVern Berglund, Harlem; Geary Moran, Harlowton; Bill K. Pate, Billings Jr. High.

Several groups combined to strengthen small groups and nine groups reported back to the general session. The suggestions as given by the leaders of the group discussions were as follows:

Mrs. Fossen--Supt. of Roosevelt County

1. A library handbook should be in the school. 2. Packets of information given to the teachers by the librarian.

Supt. Thomas Corbett--Harlowton

1. The problem of teachers overloading the assignment and the rush on materials to the librarian without any warning to the librarian in advance to prepare. 2. A suggestion that school libraries be open to adults during the daytime.

Mr. Victor Davidson, Education Dept., MSC

1. A council is important to give and direct policies of the library. 2. Inform the community on the library policies.

Mr. Duane Peterson and Dr. Taft,

1. How do you make the school library important? a. Service--by doing library activites. b. Handbook should be presented to go by.

Supt. Larry J. Watterson--Harlem

1. What does constitute a good school library? a. All teaching personnel should be aware of all library materials. b. Student help c. Movable carts of material for classrooms. d. Promote and encourage library interest in the teachers themselves.

Supt. W. W. Wetzel - Whitefish

1. Orientation early in the year for teachers. 2. Professional material in the school. 3. Librarian given formal library classes. 4. Story hour for youngsters.

Supt. E. K. Wright--White Sulphur Springs.

1. Develop a library within the school. 2. Inventory library resources. 3. Have a qualified librarian. 4. Public relations--get the public sold on the library.

Principal Katherine Anderson, Whittier School--Great Falls.

1. Librarian recruitment. 2. Take a school course in library. 3. Teachers should know the use of the library. 4. Librarians inform the administration of what is going on in library.

Mrs. Marie Olander, Miles City, Pres. of Mont. School Board Assn.

1. Cooperation of the (a) public

school, (b) parochial school and (c) public library. 2. Library committees met together every 2 months. 3. Cooperation with teacher and librarian.

Session was adjourned.

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FRIENDS OF THE LIBRARY LUNCHEON AND BUSINESS MEETING PROCEEDINGS

May 7, 1960 12:15 P.M.

Mrs. Robert Bemis, Chairman of the State Friends of the Library, introduced guests and speakers at the Friends luncheon.

A tribute to the Hill County Friends of the Library made by Mrs. Ernest Koestner, Secretary of the State Friends of the Library, commended the group as the first and the largest organized Friends group in Montana.

Mrs. Gilbert Flaskerud, of Havre, responding for Mrs. Hess, President of the Hill County Friends, expressed appreciation for being honored. In her talk, Mrs. Flaskerud mentioned that delegates have represented their group at every state convention since they organized twelve years ago.

Mrs. Chet Kavanagh, President of the Pondera County Friends of the Library told of the annual dinners sponsored by her Friends group and gave a very humorous account of the Western library dinner and program held at Conrad, February 12. One hundred and fifty friends gathered for an entertaining evening at that time. A. B. Guthrie, Montana author, spoke on "The West is in Us" and Board members, County Commissioners and Friends participated in the program.

Mrs. B. Bartelson, represented the newly organized Billings Friends of the Library. Highlights of Billings activities, reported by Mrs. Robert Bemis, included the fact that teen-agers are embraced in the Billings group membership. A bi-monthly TV book review is given by the high school students from the advanced English classes and a steering committee of young people and adults meet regularly to work with the Billings Library Trustees.

Mr. A. J. Richardson, Chairman of the Great Falls Friends, reported that an organizational meeting was called in April. Former officers of the Great Falls group, staff members of the Great Falls Library, and guest authors A. B. Guthrie and Dan Cushman, were among those who contributed to a very successful program. Many people joined as Friends at this dinner-meeting. A committee for acquainting and informing the public of expanded library services was appointed. Mr. Richardson stated that if all Great Falls citizens would just stop by to note the services offered now by their public library and to visualize the programs possible when adequate quarters are available, a new library for Great Falls would be a "must".

Miss Veronica O'Sullivan, representing the Butte Friends of the Library told of the extensive damage by fire to the Butte Public Library just prior to National Library Week. NLW plans were carried out as Librarians from the Butte School of Mines and Friends cooperated with the Public Library staff. Book collections supplied by Hennessey's Department Store were displayed in seven different sections of town. All signs led to the Butte Public Library, where many of the books including the Western Americana collection were water damaged and ruined by the disastrous fire. Miss O'Sullivan

said that the City Council had announced that the library, as a result of the fire, would close the end of May and added that Butte Friends of the Library would appreciate help and suggestions for replacing the collection and restoring library services to Butte.

Mrs. R. D. Warden, chairman of the AALT in Montana, read the report of Mrs. Emma Veach, chairman of the Columbus Friends of the Library. Stillwater County does not have a large number of paid-up Friends, but in times of need, Friends of the Library from all over the county rally to the cause. Last spring the Friends met with County Commissioners, representatives from the Absarokee and Columbus schools and business men, to discuss library needs. An increased budget and the need for retaining an assistant librarian were urgent. Friends rallied, too, when illness of library staff threatened to close the library. Approximately one hundred folks attended the NLW tea which honored Miss Isabelle Johnson. Ann Whitmack, Librarian of the Parmley Billings Memorial Library was a special guest at this event. Friends in outlying areas assist by changing the collections at the various stations and by taking books to rural schools in their areas.

Enthusiasm of Mrs. Ruth McCallum, Librarian of the St. Regis Branch of the Mineral County Public Library, resulted in the organization of a Friends group there, with Mrs. Robert Pauldin elected as chairman. Their first activity was to plan and sponsor a most successful NLW observance. One hundred and thirty people from this small community attended the open house at the library.

The Montana State University Friends of the Library were organized in March, with Mr. Tom Haines, Missoula, named as chairman, to maintain an association of persons interested in books; to assist in securing for the University Library funds for special needs beyond the command of the library budget; and to encourage gifts of books, manuscripts, and other important materials. Membership is open to all persons interested in developing the library facilities of Montana State University.

Mrs. C. G. Johnson, Trustee from Plains, assisted in a drawing when rebind gift certificates from the Hertzberg Washington Bindery and V. J. Languille Company were awarded to representatives from Billings, Great Falls, Havre and Livingston, to present to their local libraries.

BUSINESS MEETING

Mrs. Ernest Koestner, Secretary, moved that the minutes of the 1959 Friends meeting in Livingston be approved as duplicated in the summer issue of the Montana Library Quarterly. The motion was seconded and carried.

The nominating committee, composed of chairman, Harriette Cushman, Mrs. C. G. Johnson, Plains, and Mrs. R. D. Warden, Great Falls, placed in nomination for Chairman of the State Friends of the Library, Mr. A. J. Richardson, Great Falls, and for Vice Chairman for one year, Mrs. Oscar Hoiseth, Gildford.

Miss Cushman moved that the secretary cast a unanimous ballot for the nominees, with stipulation that the secretary be selected by the chairman. Seconded by Mrs. Warden, the motion carried.

Mrs. Robert Bemis, of Superior, retiring chairman of the State Friends, commented that "it is a special privilege to give the reins of this organization to Mr. Richardson. It is wonderful for me

to be able to tell him that this is a group of outstanding people who are Friends to libraries throughout our great state of Montana. My secretary and I thank you for our two years with you and wish Mr. Richardson and Mrs. Hoiseth and all Friends a busy, bright and successful year."

Mrs. R. D. Warden, speaking for the Friends, expressed appreciation for a good job well done, by Mrs. Bemis and Mrs. Koestner, for the time they have generously given to composing and mailing letters and articles in order that Montana might have an informed State Friends group, and asked that mention be made in the minutes of the group's appreciation of their able help and direction.

Mr. Richardson accepted the gavel, stating that he had always marveled at the quiet determination and the enthusiasm of the Friends of the Library. He pledged a continuance of interest and efforts to bring better library services and good reading to all areas of Montana with the help of so many capable and willing Friends.

Mr. Richardson adjourned the meeting.

Mrs. Carrie Koestner
Secretary

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A L A IS YOUR ORGANIZATION ARE YOU SUPPORTING IT WITH YOUR MEMBERSHIP? MRS. PEG GADBOW AT THE M S L E C IS OUR STATE MEMBERSHIP REPRESENTATIVE. SEND HER YOUR CHECK TODAY.

MONTANA ASSOCIATION
OF
SCHOOL LIBRARIANS

May 7, 1960, 12:15 P.M.

The School Library Division of the M S L A held a business meeting and luncheon during the M S L A Conference on Saturday, May 7, 1960 in the Rainbow Hotel, Great Falls. Chairman, Mrs. Letitia Johnson of Ronan presided. At the head table were Mrs. Johnson, Eilene Morrison, AASL Standards Implementation Representative for Montana, Jane Carey, treasurer, Lucille Hatch, guest speaker at the morning session of M S L A, Frances Wells, vice-chairman, Inez Herrig and Eleanor Ivankovich, acting secretary.

There was an introduction of all persons attending the luncheon.

Jane Carey, treasurer reported that nineteen dollars had been collected for dues at one dollar per member and there was also a bill for stationery for thirteen dollars. Bill Forsyth, Missoula, moved the bill be passed. Jane Carey also brought up the problem of getting this money into one fund. Mrs. Johnson put the problem into the hands of Jane Carey, Bill Forsyth, Eilene Morrison or Fran Dufraine as Miss Morrison's alternate.

There was no membership report due to the absence of Bill Pate. The minutes having been lost from the previous year, there was no reading of minutes and nothing under old business.

Last year, Eleanor Ahlers recommended that we adopt the Standards as the program for the state and we have been most successful, Miss Lucile Hatch of Denver University Library School was sent this year as our guest speaker.

Linus Carleton reported for the state school library committee. He said the major project that the committee undertook was writing the present manual to establish some uniformity. The manual is ready to go into the final draft. The committee feels that other functions are to be served aside from publishing the manual in order to push the library program. The committee has met three times this year. Mrs. Frances Wells reported that the school library committee worked on the handbook. A subcommittee has been appointed consisting of Lucille Brown, Mrs. Johnson and Frances Wells. There were library sectional meetings during the M E A meetings.

Under new business, Mrs. Johnson reported a communication from Esther V. Burrin, president of the A A S L in regard to AASL achieving departmental status in the NEA. The representative Assembly of NEA must vote in favor of our petition when that body convenes in L. A. in July. To obtain an affirmation vote A A S L must marshall all its forces to inform and persuade representatives from every state that we should become a department of N E A while remaining a division of A L A. This can be accomplished through personal contacts with members of the Assembly, assuming responsibility at the local and state level for getting in touch with N E A representatives. On February 14th, the N E A Board of Directors voted to recommend the AASL to the Representative Assembly for Departmental Status. We have succeeded in obtaining the approval of the A A S L Board and Membership, The A L A Board and Council, and N E A Board with only the N E A Representative Assembly to be won over. Find out from the N E A handbook and your own state directory who these people are in your state and try to reach everyone.

Fran Dufraine moved and seconded by Jane Carey that we find out who voting delegates are and that we get individuals to contact them. Miss Morrison urged all to add personal encouragement. Dr. Duane Taft reported that we may get the names by writing to Andy Oja, ed. of the M E A Journal, Helena, Montana.

There was no action taken on the recommendation to elect a three year delegate to the A. L. A. convention.

Mrs. Johnson reported that before and after we became a pilot state for the A L A Standards we made a good effort to get good speakers at N E A Conventions, advertise the pilot program and that letters had been sent out to county superintendents. She also reported that M S L A paid the expense of one trip at planning conventions, ALA furnishes the expense of the speaker for the pilot program and M S L A furnished the local expense.

Mrs. Johnson reported that the new chairman needs funds to carry out a program; with the present set-up there is no money. Mrs. Johnson expressed her appreciation to various persons, groups, newspapers, etc. for publicity of school library affairs during the year.

The following were elected to serve as officers of the school library division of M S L A for the ensuing term: Frances Wells, chairman---Helena High School; Miss Dorothy Wegner, vice-chairman and chairman-elect---Bozeman High School; Carolyn Riebeth, Secretary---Hardin Junior and Senior High Schools; Bill Forsyth, Membership and Treasurer---Missoula High School.

Miss Hatch drew the name of Pat Schoener who won the door prize of free binding from Hertzberg Book Bindery.

There being no further business the group adjourned to the 2:00 p.m. session of the M S L A Conference.

Eleanor Ivankovich
Acting Secretary

FOURTH GENERAL SESSION

Saturday, May 7, 1960, 2:00 P. M.

The Fourth General Session informally came to order at 2:00 p.m. as Miss Lesley M. Heathcote, the librarian at Montana State College, Bozeman, Montana, introduced Mrs. Frances Wells, chairman of a panel discussion on "Library Buildings and/or Rooms."

Mrs. Wells:

The panel this afternoon is concerned with the problem of library buildings or quarters. Here in Montana we are all vitally interested in this problem. The schools are crowded for classroom space and then the librarians and accrediting associations want library quarters. These must be obtained if the library is to play an adequate role. If it is not possible to obtain more space, we must utilize the space we do have to best advantage. We hope today to give you an insight into what it is possible to achieve--call them long range goals if you wish--so that the library will indeed be the educational center of your individual school or community.

The liking that young and old alike have for a library, their feelings of ease and pleasure in its surroundings, and their satisfactions in using its materials derive from many sources. Among these influences are the appearance and arrangement of the library.

We have here today several people to give us an insight into their thoughts and feelings about library quarters. In the past the persons who have been directly involved in the planning processes have been only the architect and the administrator. We have a representative of each here today in the persons of Mr. Vincent Werner, a member of the American Institute of Architects and a person well versed in planning libraries. He is associated with Mr. George Page here in Great Falls. Mr. Henry Stish, Superintendent of Schools in Stevensville is our administrator. Mr. Stish is involved with a building program at the present time. We are sorry that Miss Miller will not be able to be with us today, but we have in her place a very able person, Mr. William L. Erickson. At the present time he is Director of Instructional Services for the Department of Public Instruction. Mr. Erickson is a former superintendent and also a former high school supervisor. Mrs. Helen Ewing, Librarian of the City-County Library in Glasgow and president-elect of Montana State Library Association will give the public librarian's viewpoint. Mrs. T. H. Haggerty of Bozeman will be representing the public library trustees. Serving as a consultant will be Miss Lucile Hatch whose services today have been many. I will try to represent the school librarians.

Mr. Werner, I wonder if you would tell us a little of what the architects feel are necessary standards for adequate facilities in school and public libraries. Were you ever presented with problems for library construction and planning during your five years of college preparation? I am sure you are aware of the ALA publication Dear Mr. Architect now, but were you when you first started out in your profession?

Mr. Werner:

Fellow Panel Members, Distinguished Guests, Ladies and Gentlemen:

It is a distinct honor and pleasure for me to contribute a few thoughts during this panel on "Library Buildings". I do so from the viewpoint of a practicing Architect. Although my expressed thoughts should be termed personal, nevertheless I would hope that they might represent a broad segment of the profession.

My remarks will center around the topic, ... "Facts About Your Architect...an understanding of his qualifications, education and endeavors".

1. HIS QUALIFICATIONS AND EDUCATION

He is the product of five years' of study in an architectural school. The curriculum includes architectural design, materials and methods of construction, design theory, structural design, working drawings, specifications, graphics, freehand drawing, professional ethics, the history of architecture, business practice, and general non-technical subjects.

The architect-in-training is then permitted to challenge a four-day, 36-hour examination based on the maximum requirements of the 50 states. If successful and the "spirit is still willing" he may choose to continue in the office of his previous experience or may practice as an individual or partner.

During this period of time and the years to follow he will develop his basic 'building sense', aesthetic values, business acumen, social aptitude of getting along with people, some knowledge of the legal profession, and a host of other traits that make him a 'jack-of'all-trades' and I hope, a master of some.

Since the field of endeavor of the architect may take him into numerous building types it is not out of reason to state that some architects might contact 'library design' on but few occasions in their lifetime. It should be stated, however, that an architect by proper application of certain design forms and criteria should, by previous training and experience be able to realistically cope with any design challenge presented. Naturally, he would have to research and intelligently apply library design principles, cooperatively translating his findings, with those of the librarian, into a specific design need.

2. HIS SERVICE

The professional architect knows that the practice of his profession represents a grave responsibility, not only to his client, but to the public interest. The proper discharge of this responsibility requires devotion to competent, ethical, impartial and fair service.

To begin with, the architect must thoroughly study the natural and human environment - the land and the people - for which he plans and designs. The soil, the terrain, and the climate differ from one community to another. So do the tastes, traditions, and aspirations of people. A good building takes account of all of these local and individual characteristics.

The architect must be thoroughly acquainted with the function the building must serve. This requires study, research, and close collaboration with the client.

Before he can do a good job of planning a building, the architect must know exactly what will happen inside. This enables him not only to heed the wishes of his client,

but to determine how the building can fulfill its function most efficiently and economically.

His need to master the complex technical aspects of designing a sound, durable, and economical structure is what makes the architect a scientist as well as an artist.

He must be thoroughly familiar with building engineering, materials and construction methods, and the technology of the mechanical equipment which modern living demands.

His design must stay within the limits imposed by the budget available for the project, and the construction must conform to local, state and national building codes.

In addition to the technical job of building, the architect must be familiar with and able to advise his client on its economic aspects. This involves not only the most thorough knowledge of the economical factors in the selection of site, materials and building methods, but familiarity with financing, amortization and future maintenance costs.

It is the architect's creative ability which gives his work beauty and distinction. His building must not only satisfy the needs of those who will use it. It is also a symbol of the community's culture.

Back in about 1600, Sir Henry Wotton put it well in paraphrasing the words of the Roman, Vitruvius: "Well building hath three conditions: commodity, firmness, and delight". In today's language: usefulness, sound construction and beauty.

3. HOW TO EVALUATE HIS WORK

FUNCTION is the heart of architectural design. Every library building has its own specific job to do and a special set of requirements to meet. Whether it is a house, a church, or a library, every building, to be truly functional and efficient, must be individually designed for its own specific purpose and the needs and wants of its occupants.

Designing a building is something of a mathematical problem: Individual requirements, a specific site, and a sum of money are the given factors. From them must evolve a design which provides maximum use and satisfaction.

The architect's solution also involves site planning, orientation of the structure to fit the site, climate, and natural light, arrangement of interior space, a traffic flow which provides efficient circulation, provision for storage, good acoustics, heating and illumination, and a host of other factors.

COST is important, of course. One of the architect's first responsibilities is to keep a close and realistic eye on the budget, both initially and as the work progresses.

If final cost exceeded the estimate in a building by all means find out why. There may have been changes in plans and scope required by the owner. Increased construction costs may have pushed the original budget out of shape. Whatever happened, it is the architect's job to keep the client informed where his money is going.

DON'T use fees as a yardstick to evaluate an architect's qualifications. Architects, like other professional groups, do not compete on the basis of how much they charge.

DON'T ask for free sketches before

retaining the architect.

It is like asking a doctor to give you a free prescription before you decide to let him examine you. Or asking two lawyers to write sample briefs before you select one to handle your case.

A careful analysis of the building's requirements is a first and basic step in formulating a program. A "sales" sketch might make a pretty picture. But it does not represent an architectural solution to a building problem. That's why free sketches are worthless as guides in selecting an architect, as well as an unethical means for the architect to solicit business.

Don't look for the solution of your specific problem in the architect's previous work; no two given problems are identical. The building which will satisfy your particular needs and tastes will only begin to take shape after detailed consultation with your architect. You won't find it in his past work. Other owners have had different needs, tastes and budgets.

Moreover, the fewer preconceptions you nurture as you approach a building problem, the better. Ideas about materials, equipment and other details often should be subordinated to meet the necessary equation of function, site, and budget. They should be worked out as a vital part of the creative process of professional planning, which is the architect's greatest skill.

4. HIS CREDO

The profession of architecture is dedicated to better living.

Good architecture keeps pace with a dynamic society by meeting new human needs and capitalizing upon advances in technology. Thus, the architect, to fulfill his public obligation, cannot concern himself with static limitations of style. He aims to satisfy function, not fashion.

This is the meaning of contemporary design. It is the freedom to solve an architectural problem without forcing a building into a certain "look".

The architect's buildings are designed to suit the purposes for which they are planned. They should also reflect visually what happens inside them.

5. THE CLIENT'S RESPONSIBILITIES

A client's relationship with his architect, like all human relationships, must be mutual to be successful.

In the interest of getting your building planned and built as efficiently and economically as possible, you can help him and yourself considerably if you (1) consult him, if possible, before you select the site for the building; (2) inform him at the start of all present and probable requirements and information which will affect the project, and help him to prepare the building program; (3) fully disclose all financial limitations which may affect the project, putting the fixed limit, if any, in writing; (4) act promptly on all questions, orders and certificates he submits to you; (5) prepare to make a choice, when occasion demands, about cost, size and quality. In a fluctuating economy, it may at times be impossible to impose rigid limits on all three of these factors; (6) give all your orders through the architect.

Before the architect can reasonably be asked to draw a line, he requires certain information which

the client must provide.

Such information includes a detailed description of space requirements for various uses, special restrictions imposed by the deed to the property or municipal limitations on land use, and a complete survey of the site, including all of its physical properties.

In closing, may I offer an indictment and a challenge, irrelevant to the topic of panel, but close to our respective fields of endeavor. With but few exceptions we have failed to compete with the social and recreational revolution of our day that has produced what we might term a "classless" society, certainly one we might term apathetic as to where they are going. I repeat again, although this charge is not specifically a portion of this panel discussion perhaps its explosive content might give a challenge for a panel of a future convention.

All here today may agree that a library location be in the heart of city business center, yet this assumption appears irregular or abnormal in view of the well-known flight of people from the central city to Suburbia; a flight not only of people but also of institutions, commercial and non-commercial. These economically and culturally competent citizens are forsaking the city center and are increasingly locating on the periphery of the city in miserably unplanned developments, bought by pathetic young people unwarned that a real estate development is not a community. These middle class people--stalwarts, who need, and would support, cultural activities--are sitting in traffic jams trying to get into the city, where they try to work enough to justify a trial to get out of the city, where they try to live.

Will we be able to cope with this turn of events and once again help our citizens realize that within our library systems lie the sources of knowledge which might lift our nation from the high industrially developed country that she is, to still a higher plateau of cultural achievement? Let us once again define our individuality, our heritage of the right to be ourselves.

Mrs. Wells:

Mr. Stish, you are in the throes of a building program. How did the standards affect your new plans: I know Miss King, your librarian, was given a chance to make her wishes known--were these carried out as far as possible? As an administrator what do you feel about the standards? We realize they should be considered as goals, but goals for how far in the future?

Mr. Stish:

The process of building a new school building is one which takes a great deal of thought and planning. There are three areas which I feel are important in determining a school's library. These are the facilities that are essential, your instructional staff, and the program by which you plan to utilize the first two.

The decision regarding the essential facilities was greatly aided by the standards set up by the library association. I feel that a set of criteria such as this would be useful in any department. Perhaps it would be a good idea if a similar set of criteria would be set up by other organizations. I am not sure every new school would include all of the suggestions and ideas set forth in the standards due to monetary reasons and differences in opinion, but they certainly give a concise, concrete

program from which to work. I don't believe any person planning new library facilities would feel he could possibly gather as much information by himself and then evaluate it.

When determining the facilities needed, too frequently the members of the staff are not considered as a source of information. These are the people who are going to be most affected by the way the room or rooms are arranged. We certainly wouldn't think of designing a kitchen without considering the person who will be working there and neither should we in a new library. There are a number of smaller things that are frequently overlooked by a person who is looking at an overall picture that will be noticed by members of the staff. Also, a new building is just as much their pride and joy as it is anyone else's, and one must show confidence in their abilities by asking their opinion.

The determination of the instructional staff size is quite adequately discussed in both the new school library standards and the regulations of the Northwest Accrediting Association. The staff that a school has will also largely determine the use of the available facilities. With inadequate personnel, even the best facilities will have little value. The library is so important to a well-educated person that we cannot afford not to have qualified people directing it.

As a third determining factor, and the essential criterion in deciding what is necessary as far as facilities and personnel, is the philosophy of the school toward the library. To develop this philosophy is the initial step in determining what you need and whom. This philosophy is one which is developed by the community, the administration, and the staff. A community with the right attitude regarding the importance of the library will find the library the focal point of its educational system. There is little doubt in your minds, I'm sure, as to how much an adequate library influences the success of class room teaching. The library is the class room teacher's most important aid. An excellent evaluation regarding the use of the library by teachers is found in the November 1959 issue of the Bulletin of the National Association of Secondary School Principals, page 125. This entire issue is devoted to the school library and is a must on all administrators' and librarians' reading lists.

I believe quality education is what every community wants, and, when the library standards were set up, this is what the committee had in mind. I don't think any community with the proper philosophy of education will find the standards too high. There are some schools, I'm sure, that are more than meeting the standards even now. For many schools the achievement of the standards is going to take careful planning and considerable effort. For these schools the standards will serve as goals and provide guide line for their future planning. I'm sure everyone feels the standards are excellent and desirable. The next step, and the biggest, perhaps, and one in which we all need to play a part, is in their implementation. This is the area where the most time and effort should be placed at the present time.

Mrs. Wells:

As a former high school supervisor, Mr. Erickson, you have visited all types of school libraries--good, bad, and indifferent. Would you care to tell us of some of the

things you have seen, and what the standards can do to help the needy?

Mr. Erickson:

My experiences in school libraries in Montana have been many and varied. In the last three years, I have visited every high school library in the state. The libraries are used for many purposes and in many ways.

In one small school, when we walked into the room, it seemed completely filled with brooms. The principal hastily explained that the maintenance supplies had come in and overflowed from the janitor's supply room into the library. I haven't been back to that particular building, fearing, perhaps, that the temporary overflow has become a permanent condition.

Not all our schools are like this. We have the small crowded libraries with insufficient staff, but we also have many fine ones over the state.

As I've talked to the librarians, one main problem has occurred again and again--the present overcrowded facilities. The library must have room not only for pupils in groups but for individuals.

The function of the school library is peculiar. It services the pupils working on decorations for the prom (library tables are wonderful to cut crepe paper on). It also has the students working in a committee meeting, the groups using atlases or other reference materials, the students checking on costumes for the class play, and the individual student looking for a quiet corner in which to study. A great deal of planning is needed to juggle all these varied activities.

A good school philosophy and good cooperation will equal good utilization of the facilities. Of course, the bond issues set the budget for the new building which will limit the facilities. However, planning for the new building must include the architect, the administrator, and the entire library staff.

Through my opportunities to talk with the school librarians of the state several requests are heard again and again. The one request by most librarians is for more space--space for people, space for books, space for work. One thing clearly needed is more space, not necessarily more rooms, but more and better space for storage areas.

An adequate work area is needed for the librarian.

You need an adequate, convenient check out area with room for supplies. If everything needed for checking out books must be on top of the desk, there is little room for anything else. There is certainly a need for desks with roomy drawers and storage space.

Also, time is needed for more and better weeding. Some of the libraries have a disreputable collection of materials on the shelves.

Another area which needs improvement is in the balancing of materials. I know you've seen collections which have 90% fiction to 10% non fiction. Women, especially, seem to have difficulty in balancing a collection, so that no hobby or interest may overshadow another part of the collection.

School librarians need time to promote materials. They need the time and the opportunity to talk to other librarians, to interest and to instruct teachers in the

materials available in the library.

The librarian in the library is still the greatest single factor in determining the value and the effect of the library.

Mrs. Wells:

For any school librarian who has a chance to make known her desires in a new school--or even remodeling an old one--I would like to recommend Dear Mr. Architect for reference to the basic library specifications. I feel the school library should be well integrated into the entire school plant, so that no one will be inconvenienced in getting to it. Provision should be made for housing various types of library materials--not only books, but periodicals, maps, filmstrips, records, and pamphlets. More and more frequently the library is becoming the depository for all learning materials.

Environmental factors such as light, sound, and temperature are important, and should not be ignored. It is well and good to suggest built-ins, but take into consideration measurements; catalog cards are a certain size and even a fraction of an inch can become a costly item; so many running feet of shelving may be specified, but if that shelving is six inches high it makes it difficult to shelve the average eight-and-one-half inch book.

If the school librarian knows what she wants and is able to talk to the administrator and architect, they will be able to translate the dreams and specifications into functional libraries.

We have been concerned primarily with school libraries up to this point. Now we will think of standards in terms of public libraries, for in many places the public libraries also function for the school libraries. Mrs. Ewing, I'm sure that as a school librarian I know very little about public library standards. Could you enlighten me as well as the others here today about them?

Mrs. Ewing:

My contribution to this panel was designated as "Standards for Public Libraries".

After consulting numerous books, stacks of pamphlets and magazines, calling upon the State Library and fellow librarians for suggestions, I've found first of all that each library determines the services it needs and the space requirements for those services.

All the articles agree that the library building should be designed for service--it should be easily accessible, clearly identified, comfortable, expandable, and efficient.

In Pointers for Public Library Building Planners, by Russell J. Schunk, it states "rules, dimensions, and standards are handy, but when used, should be tested with common sense". Then basic information is given, as nearly noncontroversial as possible, such as $2.00 per volume of total book collections to be housed. The term, "collections", means present book stock plus estimated volumes to be acquired during a 20-year period. Under "construction cost proportions"--General Construction 57%; Lighting, Heating, Air Conditioning, and Plumbing 13%; Movable Equipment and Built-in Shelving 20%, and Professional Fees 10%. We are advised to allow 5 to 10% of the total available funds as an unallocated item for unexpected contingencies and construction extras. Also, that the efficient life of a building is 20 to 30

years.

If I may be permitted a personal note regarding the efficient life of a building, the Glasgow library was built in 1908--a Carnegie-type structure. Several years ago it became necessary to do some repair work which resulted in turning part of the basement into the Children's Department. During the process, many obstacles appeared which were not foreseen and which, of course, cost much more than planned. However, we finally have a fine Children's Room. Considering the money spent for that repair job, it would seem that it would have been wiser and cheaper to have constructed a completely new building, because now the upstairs needs a great deal of attention, and at the rate we are growing, we need and will continue to need more room throughout.

To continue with Mr. Schunk's suggestions: "A.L.A. standards for size of book collection: Population less than 10,000 - 3 volumes per capita; 10,000 to 99,000 - 2 volumes per capita; 100,000 and over - 1½ volumes per capita. Floor space, in adult reading rooms, should be 25 to 30 square feet per reader seated at a table; or 10 square feet per reader seated in a chair away from a table. In juvenile reading rooms, 20 square feet should be allowed per child. Allow 30" per reader at a table." Then he goes on to give dimensions for shelving, which I will not quote here. But I am sure I share the feeling of all librarians on the problem of shelving all the large books which are being published, both adult and juvenile, that a definite standard should be adjustable shelving. Perhaps that is not a problem with all of you, but I know it is with me, and I am quite certain I am not alone.

These large books are beautiful and the public adores them, but where to shelve them is a real headache. We put as many as possible on those stands under captions such as "Have You Read This?" or "A Good Book - Want It?", but we run out of space for that, too.

Library Boards, appropriating bodies, real estate interests, city planning experts, and architects should realize that a public library building is first of all a public service plant and not a monument. The ideal site for a library building is where a large department store, a popular bank, or the busiest office building or drug store could be successfully located. Convenience to patrons is as important for a library as for a great office building. At night, the site and its approaches should be well lighted. The site should be large enough to provide parking for both staff and patrons and also large enough to take care of future expansion of the building.

J. L. Wheeler and A. J. Githens, in The American Public Library Building, say "An economical library plan devotes minimum space to lobbies, corridors, stairways, and such 'circulation', and the maximum areas to the library proper. It is wise to limit walls, halls, stairs, etc., to 20% of the area, and yet do justice to their functions. A marked modern trend in library buildings is this drastic reduction of the area wasted on halls and passageways. Their planning deserves special study. How narrow without seeming too utilitarian? How high to secure proportion and light? How much electric light and what type of fixtures? What sound-absorbing materials for floors, walls, and ceilings? What features to break their monotony: curved ceilings, illuminated exhibit cases recessed in walls, floor cases for other exhibits? Exhibits will slow down readers, and should be used

only when the corridor is wide, or where those who linger will not inconvenience passing crowds."

One could go on at great length regarding level, entrances, elevators, reading, reference and study rooms, location of offices and workrooms, utilizing basements, etc., but, so far as setting "standards", one can only study plans of other libraries and adapt them to the individual community.

We are all familiar with the new trend in library buildings depicted particularly in "The Pioneer" and the "Library Journal". In an article entitled "The New Library in America", by Sylvia Auerbach of L. J., and published in the "Saturday Review", she states in part: "Librarians are full of competitive spirit; they think of themselves as dispensers of culture, not keepers of books, and they aren't content to wait bashfully for intellectual prospectors to discover them. They've taken a good hard look at their rivals--movies, television, and radio--and decided their product needs good packaging if it's going to compete. Some new library buildings provide just that. Typical of the new buildings are picture-window walls, open stacks, lounge chairs; color, light, and texture incorporated in the building's design and furnishings--these and other things tempt the reader to stay, read, and return."

One controversial point which appeared frequently during my research was the responsibility of the librarian during a building program. Mr. Githens, in The Architect and the Library Building, has this to say: "Unless the architect has had some library experience, he couldn't possibly plan a library. The librarian is the ONLY one who knows what is required and should furnish the architect with a guide."

In summation, successful libraries are the result of interest and cooperation, not just of the librarian and the architect, but the staff, trustees, members of the city council, county commissioners, and the citizens' committee.

Mrs. Wells:

Where the school libraries can't function without a willing and understanding school board, the public libraries must have trustees to aid them in the same manner. Mrs. Haggerty is a trustee of the Bozeman Public Library and is very much interested in good library service. Mrs. Haggerty, would you tell us what the feeling among trustees is concerning library quarters and the connection they might have with good community service?

Mrs. Haggerty:

To ignore the importance of the surroundings in which books for the public are displayed, obtained, and read is to ignore the manner of living of the public in 1960. This is an age in which heavy emphasis is placed on the surroundings in which John Q. and his family find themselves at every minute of the day. This is the day of the interior decorating magazine; the split-level ranch house, complete with mortgage; the sleek car, whether paid for or not; the vista-dome train; the reclining chair bus; and the airliner, complete with bar and stewardess.

Where then does the library place its values in such a society? I believe that no hard and fast rules for the standards of library quarters can be laid down. I would like to look into the future and predict that within a few years most of the public libraries would

be housed in modernistic steel and glass buildings with the latest of everything. However, I do not believe that in most cases this will happen. In the immediate future I believe that the libraries, along with city halls and some other public buildings, will have to do the best they can with some additions to what they already have.

Again, I do not believe that any rule can be set forth for a percentage of the budget which should be spent for quarters against a percentage which should be spent for books. Each library is different; especially in a state as large as Montana where each community varies in area, population and type of people served. Needs have to be faced, analyzed, and met within each unit.

There is the point in which the question is brought up as to whether books should be sacrificed to provide better quarters. I dislike such an approach. Of course books should not be sacrificed, but somewhere along the way there is a place for compromise. It is well to consider whether or not it is better to have a few less books reach more people or more books that do not reach anyone. In my own mind there is no doubt that circulation is heavily influenced by surroundings.

In the larger towns in Montana most of the libraries are still housed in the old brick or stone buildings in which they began their existence. The newer ones are housed in such quarters as are possible to obtain. This lack of new modern buildings may be a somewhat hampering factor, but it is not necessarily a defeating one. Just as some older homes have more charm than some modern ones, and just as some simple apartments have real appeal, library quarters can be inviting depending upon how the resources at hand are used. There are, I believe, a few essential conditions. First, light and heat, and ventilation. People will always respond to bodily comfort or resist discomfort. This may sound so basic as to sound ridiculous, I suppose, but it is often not given enough consideration. Some of our sleek cars and modern homes have ignored these basic essentials to the sorrow of their owners. Money should be spent to achieve these regardless of the building. Next, comfortable furniture should be provided. Fortunately, the furniture industry has produced simple pieces which are not prohibitive in price. Local cabinet men have been known to do excellent work within reason. Money should be spent for this.

Then some money should be spent to improve overall atmosphere. Stone, and glass, and steel produce some dazzling effects, but attractive tile or linoleum, paint in pleasing colors, and bright curtains are just as appealing in their own way. When these are supplemented with attractive book displays which are eye catching and timely, plus bright posters, the public or student will come, will stay, and will come again. Life for most people has become such a hurried, harrassed affair that more and more value is being placed on any kind of surrounding which can provide quiet, serenity, and time for thought.

A good bit has been said about the addition to libraries of such things as story hours, movies for children, greenery, displays of rocks, photography, art objects, records, etc. Libraries have been compared to the modern super market where everything is available. Some people feel that these detract from the value of books for themselves and have no place in the library. Should a library strive

to provide quarters for any or as many as possible of these: I believe it should. I believe the super market is here to stay, and likewise, I believe libraries will not suffer as a result of these additions. I find it logical to buy drugs and stationery with my groceries. I find it just as logical to associate music and art with books.

The greatest of all problems faced by libraries is that of overcrowding. This is the most frustrating of all to face or to solve. Where do you go when there just isn't any more room? Then, as in the case of overcrowding in schools, I believe building action is possible. If the library has truly offered to its public a real and valuable service and if its trustees and friends have done their work, I do not believe that its public will be unsympathetic to aid.

The successful public library in any quarters is the library which does its utmost to serve the needs of its public.

Mrs. Wells:

Miss Hatch, have you anything you would like to add at this time?

Miss Hatch:

I would like to mention several tools which might be useful on this subject. The Remington Rand film, "Planning Your School Library" is very good. One of the best films showing the underlying philosophy for school libraries is "Carpet Under Every Classroom." Have any of you used it? Another helpful planning booklet is the Illinois publication, Planning School Library Quarters.

Mr. Werner:

I have something to say in rebuttal here. We need to commit ourselves to a definite course of action. Unfortunately, librarians, like architects, are very short on public relations. We need to inform the man-on-the-street, the county commissioners, and the ones who pull the strings or control the purses.

Possibly a more specific topic for this panel might have achieved more. Perhaps, public relations might be a good topic for a future panel.

You need to take a page from the home economics departments on planning. You should see the very explicit directions we receive from them.

We are failing to compete with the social revolution of the day. We are producing a classless society in a TV rut.

Thank you.

Mrs. Wells:

Thank you Miss Hatch, and thank you, Mr. Werner.

We know the libraries of a town contribute much at all levels, and so the library plan grows and developes in response to the total needs of the community it serves, and becomes an integral part of it.

I wish to thank the members of the panel who have offered their ideas and thoughts for our considerations as we break up into our discussion groups. Will you please join once more the group with which you were associated this morning? Thank you.

Adjournment for brief period before the Session on Book Selection.

As the Session resumed, Miss Heathcote asked Mr. Ready to discuss Book Selection.

Mr. Ready:

"This isn't much of a talk, I think you've been here long enough. I'll begin this by kicking off as it were. I hope for some audience participation maybe you can dance around the chairs once or twice.

Book selection is after all the way we're judged by and large. When Sir Christopher Wren died after building St. Paul's Cathedral, on his tomb they put this: 'si Monumentum quaeris, circumspice', (if you want to see his monument, look around you) and when we've passed on that's how we'll be judged--by what we have done in the way of book selection. It's easily the most professional duty, of a librarian. Keyes Metcalf of Harvard University, I attended his course for library administrators or directors about five eyars ago, said, "The three marks of a great librarian--one quality was book selection, secondly how he maintains that collection, and third his library economy." And I think there is a great deal to be said for these.

I've been very interested in book selection, naturally; I've been too interested in book selection all my life. And as a result, I think I've been a worse librarian because of it. I've been in library work now since 1932 on and off and today I've been actively engaged in book selection on very many levels and I'd like to mention them to you because I think we might find something in common. I buy a lot of books for my children. I'm very interested in the books that children read, what they read, and while I try not to make readers out of them, in case they react I am pleased. There is nothing more miserable generally than the son of a professor--you know being forced to follow his father's footsteps. I imagine that's why most of the biggest rascals are sons of clergymen. I mean a Protestant clergyman; I'm not talking about the others. As the president of our home and school society, which is our P.T.A., I do a lot of buying and acquiring of books for our grade school library. I catalog the books and keep a very close eye upon the sort of books the grade school children are reading. I write reviews for grade school children readers and for parents in our local magazine. I am doing what I can to bring some order and sense into the book selection of colleges, and naturally I am concerned greatly in trying to build up a university collection of books in my own chosen field of Marquette University, so on all these levels I'm interested in book selection.

I think for all of us no matter what stage of the game we might be in and, librarianship, after all, is to me the great game, there are certain things in common. To begin with, it's the most hazardous thing all over America. Just close your eyes and think of a map of America with little brush fires popping up here and there all the time. The only time librarians ever get in the news is because of their book selection. In Georgia, the library trustees will ban a book because it shows a black and a white lamb gamboling together. In Detroit they'll take The Wizard of Oz off the shelves and won't allow the children to read it. In the New York Public Library, they recently denied Huckleberry Finn to children. There are pressure groups all over the country, one way or another, trying to put books in or take books out. In Milwaukee for the past few weeks, the public library has been picketed daily by an anti-communist group stressing the fact that all books that mention communism should be banned from the library. The people who are doing

this, incidentally, are students of Marquette University. And as our daily paper said, "Why in the name of God don't they picket the University Library where all these books are, and many more, too." I think this has something to do about grades coming up.

To get down to book selection. To begin with there are too many books being published for us to even comprehend them. In this country last year we published about 50,000 books, new titles. In Britain about 22,000 new titles. We don't know how many books they published on the continent of Europe. It doesn't really bother us since we don't read any foreign languages. But there is a tremendous amount of books being published, and a man only has a certain amount of money to expend, except in a few rare cases, such as the University of Illinois, where it seems they can buy anything, and California, Harvard, etc. But for most of us on one side there are far too many books; on the other side there's too little money. The first thing we have to decide is not whether you like the book or not, this is completely immaterial. This is where I've been at fault many times; it's whom the book is for. You have to fit the book to the patron and I think it is most important that this be done. Never try to select books that you care for if they're not suitable for the reason for which you're hired to put them into the library. I think this is most important. And this is where most of us fall down. We're all up against it one way or another, because all our orders often have to be channeled through business offices where a book to them is something which is an item, such as is a roll of toilet paper, for instance. Something which you have to pay for on account. And all of us at one time or another, have gone into the difficulties of the business offices, of the procurers, that's a dirty word. Yes, isn't it, I never thought of that. But they are too in the way I'm thinking of it.

We're surrounded on all hands by persuaders, hidden or otherwise. We have the book publishers--let's run down the list. Some of them are the greatest rascals in the world. They publish a book, say The Fable, by William Faulkner, a real clunk if ever there was one. And they published it as reverently as if they were publishing the Fifth Gospel, magnificient, and good for you, they publish lots of books, and maintain that they are just what the doctor ordered, etc. And, of course, they're not. You cannot, to begin with, then believe the words of the publishers. If you do, I think you're guilty of a grave sin. Certainly you cannot believe the traveling man, the book sellers, which come and visit you often because after all they're in it for another reason from what you are in it for. You're completely at odds; now I sound like an anti-semite. Some of my best friends are book sellers. I don't think that it is possible to achieve this task of book selection except by the librarian himself. Not many people can aid you.

There are far better experts than I to tell you about those aids, which are possible for you. The Virginia Kirkus List, for instance, the lists of books which are kept up to date in most of the library journals. I find the Library Journal itself one of the best aids to general book purchasing that there is. Altogether, however, it is a difficult matter, a tricky one; and you're always in danger one way or another; of either from the zealots, or the havenots, or from those who simply regard every book as probably liable to do harm. I don't quite know what to say, other than that I would like to hear from

you, some of your remarks as to what difficulties you have run into in acquiring books. What is the best way of doing it? I think I've talked enough to you people, in the last twenty-four hours.

Miss Heathcote:

"Thank you very much, Mr. Ready, we will be open for questions after Miss Hatch has said a few words about book selection."

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Miss Hatch spoke of the importance of selecting with care for the particular library, and cited aids.*

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Miss Heathcote:

"Are there any questions that the members of the audience would like to direct to either of these two speakers?"

Question: "One of the things the schools are having to fight more and more are the rewritten classics. Mr. Ready, would you like to comment on whether or not we buy Shakespeare for Shakespeare or whether so that everyone can read it and love to talk about it for social prestige? You know that Harper has come out with the Legacy series and Scott, Foresman are the greatest offenders in the world, I think. I even ran across a rewritten Tom Sawyer the other day. Would you comment on this, please?"

Mr. Ready:

"I come from Milwaukee, and Mayor Frank Zeidler has been an excellent mayor. We have a very good civic government there--socialists. He rewrites Shakespeare, God help him, he rewrote Macbeth which was performed recently. I remember when I was growing up, one of the songs reads "Where the bee sucks, there suck I." This is going on all the time and I think it's a dreadful thing, that it should be touched at all. To me, Shakespeare is like Holy Writ except I like reading Shakespeare. I'm against completely any form of popularization."

Question: "My problem in the high school library is not so much on the actual book selection, but how can I get some of the teachers like in the science field, to give me an idea of some of the newer books that would be most appropriate for those students in their classes. The English teachers cooperate at times but I need it in the science field. I'll let which ever one cares to answer that."

Miss Hatch:

"Well, this is, of course, a very personal problem. One can make generalizations, but when it comes down to it, each individual has his own personality, and you have to approach him in that way. I mean, you can kid one and have to be very serious with another, and so on. Two or three things that I have found helpful with teachers--any kind of teacher--it doesn't have to be a science teacher. One thing I think is to make it very easy for him. I have said, because I have mentioned this consideration file a while ago, you don't have to wait until March 15, if you see a book that you think is good, write it down on a slip of paper, send it to me, I'll keep it and then when it comes time for the order I'll remind you again. If I can't afford to order it, if I have to cut, I'll let you do the cutting. When books come in that are of interest to people; for example, say one science teacher orders a new book on astronomy, and we have four science teachers--I was

*Miss Hatch's talk will appear in a future issue of the Quarterly.

thinking of the last school I was in. I would send a form which I had which informed the person the book that you requested is in the library, do you want it put on reserve, do you want it sent to you, etc. I would make copies of this which I would send to the other science teachers. The big problem was that the slips went out, came back immediately, and all four teachers wanted to see the book. This alerted them to the fact that there were new books and interested them in these new books and other types of materials there. Does that help a little bit?"

Question: "Is there any new list that would be comparable to For Tired Eyes?

Miss Hatch:

"Not so far as I know; that hasn't been revised recently. Well, I think one thing we can do on something like that, is simply to write to ALA and say we need this. How about thinking about revising it?"

Question: "I don't know if Mr. Freeberg is here or not, but at lunch we were discussing the prison library over there. He has some people over there that have had very wide experiences outside of their education, and he has trouble selecting books which will meet their needs as they come to this prison school. They have nothing to give them that is on their reading level and their maturity level, which doesn't match up. Do you have anything that you would recommend for that? Or could you comment on that?"

Miss Hatch:

"Well, in this particular situation, I don't know. I'd want to think about it a little while longer than I have at the moment, because, usually, you know, we're thinking about high school students who have problems. These people are a little older than that. We have worked so much in this area, and I know there are a lot of the rewritten classics and this sort of thing that have been given to them. I agree with Mr. Ready, that when you rewrite it, it is no longer a classic. It may help to understand the jokes on TV and radio, if you have read one of these, but outside of that, that's about all. I don't frankly, at the moment, have a real answer for you. I think it would mean going through those various aids that I have talked about and looking for a topic; say he's interested in hockey. I don't know why this comes to mind, I must have picked this up in class the other day. And so you look for a good book on hockey that would be relatively simple and easy for him. My junior high teachers who were working on remedial reading had a list of remedial reading that had high interest and low reading level.

There are a lot of those lists and I could send you a mimeographed list of something of this kind, but I don't know. He has a very special group of people to work with. They're there because they are against society in the first place. They are not very cooperative. I think that most of those lists would not come up with too very many titles what would be very helpful, but they might."

Question: "I bought a number of the Webster titles for my junior high and thought that they were very good. Would these be of any help?"

Miss Hatch:

"There are many things like the Beals service, for example, Kit Carson, Custer, etc. but frankly, I haven't made a study of them, so I

don't know whether these would appeal to them or not. It might to some, but I would think there would be limitations.

My feeling would be that, here again we get into something that's rather interesting, I think. Science, now I'm not against the humanities or anything like that, but science is a field that is very much in the news at the present time and a lot of these young men might be interested in science, simply because it is such a current topic, and they don't associate it with something that would show that they're dumb, stupid, or whatever terminology you might want to use. It's been our experience with science, as well as with other things, but with science particularly, that a person will do what we call "reading over his head" if he gets interested. And particularly if you give him technical things with many pictures so that they can follow the pictures and get enough out of the text and they start to read. Sometimes, somebody can't read, and we discover, actually, he can read, he just didn't want to read. But now he's gotten interested in hot rods, or something of this kind in order to fix his hot rod, he's got to read this particular book and so he just ups and reads it at that particular stage and uses a dictionary or something that we never could convince him to use before. So I suggest that you might find some of these excellent science books and some of them like the First Book series, the All About series are down on about 4th or 5th or 6th grade difficulty and they have a lot of pictures. And, by the way, if you feel sort of uninformed about a topic there is a wonderful place to go to get information just for yourself as a start. So that might provide some answers for you."

Miss Heathcote:

"It seems as though there is so much to talk about, you wonder if you're ever going to get to the end of it. This has been a very long meeting. I had hoped we might have a little bit more from Dr. Ready, I know he has a lot of ideas and he wanted some discussion, but it's now 5:00 p.m. And I'm afraid we're now going to have to close this meeting. Meeting is adjourned."

BANQUET SESSION

Saturday, May 7, 1960, 7:00 P. M.

The Saturday night banquet tables were beautifully decorated with apple blossoms made by Mrs. Helen Anderson. Carnations were arranged at each place. Mrs. Helen Prichard, Librarian of the Stillwater County Library at Columbus presided. Miss Mary Moore, (daughter of Mrs. Nydia Moore of the Great Falls Public Library) accompanied by Miss Esther Hathaway gave two delightful vocal selections. Her enthusiastic audience demanded an encore.

The people sitting at the head table were introduced. They were Mrs. Letitia Johnson of Ronan, Chairman of the Division of School Librarians; Mrs. Helen Ewing of Glasgow, Vice-president and President-elect; Mrs. Robert Fletcher; Mr. William Ready, Director of Libraries at Marquette University; Mrs. Ruth O. Longworth, Secretary of MSLEC; Mrs. Inez Herrig of Libby; Mrs. Frances Wells, Vice-Chairman and Chairman-elect of the Division of School Librarians; Miss Lucile Hatch, Assistant Professor at the School of Librarianship, University of Denver; and Mrs. Alma Jacobs, President. Also introduced were Mr. Marcus Jacobs, husband of our president, and Mrs. Bea O'Mahony of Great

Falls, Conference Committee Chairman, and Mrs. Helen Anderson of Great Falls Library Staff who had made table decorations. Mrs. O'Mahony introduced her other committee members, Zada Bridges, Registration; Mrs. Frances Dufraine favors; Mrs. Mary Hagerty, publicity, and Mrs. Louise Kjera, hospitality.

Mrs. Prichard then presented Mr. Robert Fletcher of Butte who was our guest speaker.

(Mr. Fletcher's talk will appear in a future issue of the Quarterly.)

FIFTH GENERAL SESSION
BUSINESS MEETING

Sunday, May 8, 1960, 9:00 A.M.

The fifth and final session of the 47th annual conference was a breakfast meeting. The President, Mrs. Alma Jacobs, called the meeting to order.

As the first order of business she introduced young Maureen O'Mahony as a future librarian. (Maureen was attending the breakfast with her mother, Mrs. Bea O'Mahony).

Alice Ridenour reported on the plans for the 1964 PNLA meeting which is to be held in Montana. Two dates are available, the Wednesday, Thursday and Friday before Labor Day or the Thursday, Friday and Saturday before Labor Day. A discussion followed. The majority favored the second period.

The meeting of the PNLA for 1960 was also announced. It will be September 21, 22, 23, and 24 at Sun Valley, Idaho.

Mrs. Clare Smith, chairman of the meeting place committee, read a letter from the Glendive Chamber of Commerce inviting MSLA to come there for our 1961 meeting. She moved that we accept the invitation. The motion was seconded and carried.

In the absence of Mrs. Nydia Moore, chairman, and Mrs. Elsie Ekegren, Lesley Heathcote read the report of the resolutions committee. Mrs. Inez Herrig moved that the report be accepted. With one slight addition, it was seconded and carried. (The resolutions are included in committee reports.)

Lesley Heathcote announced a brief meeting of university system librarians to follow the breakfast.

Mrs. Jacobs then introduced the incoming officers, Mrs. Helen Ewing, Mrs. Clare Smith, Vice-President and President-elect, Miss Eleanor Ivankovich, secretary, and Mrs. Lilly Eveland, Treasurer. The gavel was presented to Mrs. Ewing by Mrs. Jacobs. Mrs. Ewing responded with her message to the members.

Mrs. Perl Coombs invited us to bring our racquets and baseball bats to Glendive next year and with this note of humor, the meeting was adjourned.

Eilene M. Morrison
Secretary

PRESIDENT'S MESSAGE

Helen M. Ewing

Fellow librarians, friends and trustees of Montana libraries:

I am mindful of Franklin D. Roosevelt's advice to his son, James, on speech making: "Be sincere; be brief; be seated."

It is with a sincere and profound sense of humility that I take over the trust which you have placed in me.

I am merely YOUR representative of

how and in what ways this Association can continue the splendid work of improving libraries thru out Montana which has already been accomplished. We are all aware and proud of the tremendous strides which have been made but we are also aware that there is still much to be done.

Glasgow has a Strategic Air Command Base but it is not strategic so far as library location is concerned. It is not going to be easy to call committee meetings for planning sessions, etc. Therefore, much of the work must of necessity be done by mail and as I am not affluent enough to have a secretary, I am counting on the State Library staff for a great deal of assistance. When the Executive Committee makes its committee appointments, we hope you will all accept without hesitation.

We will need the complete cooperation of each of you and your ideas and suggestions will be gratefully accepted.

F. G. Melcher, in an editorial in Publisher's Weekly, put it well when he said: "Books are windows for our minds and never has clear vision been more needed." Clear vision is essential in our plans for the coming year and with YOUR help, there is no doubt in my mind that we shall come up with a meaningful program. We shall have to work hard and long to even begin to equal the program of this conference and Alma and her most efficient and dedicated committees are to be congratulated on bringing to us such a memorable program.

Speaking of Success, for which we all strive - I like this definition by an unknown author: "Success is in the way you walk the paths of life each day; It's in the little things you do and in the things you say. Success is not in getting rich or rising high to fame; It's not alone in winning goals which all men hope to claim. Success is being big of heart and clean and broad of mind. It's being faithful to your friends and, to the stranger, kind. It's in the children whom you love and all they learn from you; Success depends on character and everything you do."

With your cooperation and with the help of the Divine Creator, I shall strive to be a capable and conscientious presiding officer. Thank you for the privilege of representing and serving you.

REPORT OF THE RESOLUTIONS COMMITTEE

Whereas the Montana State Library Association has met in Great Falls for its 47th annual conference and has here enjoyed exceptional hospitality,

And whereas the program has been outstandingly helpful, stimulating and entertaining

And whereas it is understood that the fine contributions of the active membership are fully appreciated;

Be it therefore resolved that the warm thanks of the Association be extended to the following:

To the City of Great Falls for its fine hospitality and especially to His Honor Mayor Swanberg for his warm words of welcome;

To the Rev. D. Franklin Kohl for his reverent and inspirational invocation;

To the Rainbow Hotel for the courteous service rendered by all members of the staff;

To the Senior Chamber of Commerce for the maps of the city and for release of parking tickets;

To the First National Bank, New Method Book Bindery Inc., the Northern School Supply, A. C. McClurg and Co., and Gaylord Bros. Inc. for the practical favors and the delightful table decorations;

To V. J. Languille & Co. and Hertzberg's Washington Bindery for door prizes, and also to V. J. Languille & Co. our thanks for the lovely carnations;

To Dr. Harold McCracken for his friendly and admonitory talk;

To Mrs. Leo C. Graybill for her generous donation of flowers;

To Mrs. Robert D. Warden for her warm hospitality in opening her home for an informal and delightful reception;

To all the trustees and friends who by their presence and their interested participation helped to make the conference the interesting and stimulating gathering that it was;

To the exhibitors for their instructive displays and for their generous support of the Association,

To the staff of the Great Falls Public Library and to the other librarians in the area, and especially the members of the Conference Committee, without whose careful planning, unobtrusive ministrations and cheerful operations, no conference could have been held;

To Dr. William Ready for his charming and thought-provoking address and his very pertinent remarks on book selection;

To Miss Lucile Hatch for her helpful talks and her fine contribution as consultant;

To William L. Erickson, Vincent Werner and Henry Stish for their informative contributions to our deliberations;

To Remington Rand for their generosity in supplying envelopes for conference material;

To Miss Mary Moore for her lovely vocal selections, and to Miss Esther Hathaway for her expert accompanying of Miss Moore;

And to Robert Fletcher for his delightful address.

And be it further resolved that the Secretary be instructed to convey by letter our warm appreciation to these individuals and organizations.

Respectfully submitted

Nydia Moore, chairman
Elsie Ekegren
Lesley Heathcote

MONTANA STATE LIBRARY ASSOCIATION ANNUAL REPORTS

1959-1960

MONTANA LIBRARY QUARTERLY

FINANCIAL REPORT

Balance on hand May 1, 1959		$ 1,442.46
Receipts:		
Individual dues May 1, 1959 - April 1, 1960		317.56
Exhibit space 1959 conventions		50.00
Exhibit space payments 1960 convention		190.00
Advertising M.S.L. Quarterly		347.50
Subscription M.S.L. Quarterly		18.00
Total receipts		923.06
		$ 1,442.46
		$ 2,365.52
Disbursements:		
M.S.L. Quarterly--Supplies		253.50
Postage		99.20
		352.70
Friends.....Postage and supplies		113.55
M.S.L.A.....Supplies		58.27
Postage		56.00
Expenses..Speakers, dues, etc.		328.06
		$ 908.58
Balance on hand (Liberty County Bank) Chester, Montana		$ 1,456.94

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MONTANA LIBRARY QUARTERLY FINANCIAL REPORT

Balance on hand May 1, 1959	$ 319.94
Balance on hand April 1, 1960 (Liberty County Bank)	1456.94
Receipts:	
Advertising	347.50
Subscriptions	18.00
Total receipts	365.50
Balance	319.94
	685.44
Disbursements:	
Supplies for Quarterly	253.50
Postage	99.20
Total disbursements	352.70
Balance	332.74
	$ 685.44

REPORT OF THE A. L. A. COUNCILOR

"Librarians Salute to the Congress" was published by A.L.A. in January 1960. It is an illustrated booklet, commemorating the luncheon honoring members of Congress in Washington, D. C. on July 26, 1959. The luncheon was successful beyond belief, with 900 persons attending including 23 senators and 118 repsentatives. The fact that Congress was in the midst of one of its busiest times makes these figures especially impressive.

Montana was well represented at A. L. A. in Washington last June: Alma Jacobs and Natalie Sliepcevich were there and Mrs. Hugh McNamer of Conrad represented us in the American Association of Library Trustees. This is the first time that we have had a trustee at A.L.A. and we were very proud indeed. Dick Darling was there, to receive his Dutton-McCrae Award and Eilene Morrison was honored, too, for she was presented with the Grolier Award for Montana State College.

Chicago Mid-Winter was of especial importance to Montana because of the pre-conference with John Lorenz and members of the Staff of the Library Services Branch. The topic of the meeting was "The Library Services Act and State Grants to Public Libraries" and offered a full day of study on state plans for Grants in Aid programs.

Your A.L.A. Councilor represented M.S.L.A at an informative meeting on the proposed A.L.A. Headquarters building. Pictures of the present crowded and out dated historic landmark which now is occupied by the A.L.A. staff were shown and then the beautiful architect's drawings for the new building. It was suggested that if every member doubled his dues over a four year period, the building could be paid for without using the endowment money, which now brings a good source of income through interest.

A.L.A. Council heard a glowing report from Germaine Krettek on the Library Services Act. Germaine said that the proponents of the bill to extend the Act felt that it was wise to ask for the extension of the Act in its present form. Amendments can be made later, when there is time for further study of needs for libraries other than rural. The State Agency people from all of the states were pleased to know that the administration of the Act had received very favorable comment by a large majority of the Congress.

I was especially impressed by Mrs. Sophie Silberberg's talk at the N.L.W. meeting. She is Public Relations Director to the Nassau Library System and a trustee of the Rockville Center, N. Y. Public Library. She outlines the successful nationwide program undertaken twelve years ago to stimulate citizen interest in our schools and points very clearly to a program for libraries that can be equally successful. She says "The public must be convinced that the library is a vital and integral part of the community's total educational resources. Saying this is not enough! If we want to create a greater community understanding of the functions and potentials of good library service, we need to involve the citizen in our program and help him develop a direct relationship to his library."

Ruth O. Longworth

Report of the Federal Coordinator

President Eisenhower's final budget message to Congress for fiscal '61 recommends that sufficient funds be appropriated this year to permit each state to receive the full allotment available under the Library Services Act. If the President's recommendation receives favorable consideration from the House Appropriations Committee, Montana will again next year in fiscal '61 receive $72,427.00.

Senator Hill's bill, S.2830, asking for an extension of the Library Services Act has fifty-three co-sponsors in the Senate. In the House, Representative Carl Elliot has introduced a bill (H.R.9812) which is identical. As of February 23, eleven bills have been introduced in the House asking for an extension of the Act. Germaine Krettek says that it is hoped that at least one Congressman from each State will introduce a bill before hearings are held in April. It is gratifying to know that there is tremendous enthusiasm for the Library Services Act in Congress and that in both the Senate and the House, the bills that were presented were done so without solicitation from the Washington Office of the A.L.A!

Pending in the House is the amended version of S.155 which would enable public libraries to receive donations of Federal surplus personal property. This bill would incorporate the words "other educational institutions" and it will be possible then for libraries to qualify under the donor property provisions of the Act.

The White House Conference on Children and Youth is scheduled for March 27-April 2. As a part of the conference program, 210 work groups of 30 participants each are scheduled to meet in the afternoon of March 28-30, to consider significant questions pertaining to children and youth. Donna Wilson from Wilsall will represent the Montana Student Librarians.

Regional hearings for Senator Pat McNamara's Sub-committee on the Aging, of the Senate Labor and Welfare Committee, were held in six cities last fall. The White House Conference on Aging is scheduled for January, 1961.

A substitute version of S.694, originally introduced by Senator Lister Hill (D.,Ala.), passed the Senate on January 26 and was referred to the House Committee on Education and Labor. This bill would provide $25 million for juvenile delinquency control over a five-year period. The bill authorizes 2.5 million for demonstrations and study projects and adds a new title authorizing appropriations for training personnel in the amount of $2.5 million for each of the next four fiscal years, as well as the balance of this year.

H.R.519, a bill to revise the laws relating to depository libraries, was passed by the House a year ago but to date no hearings have been held by the Senate Rules and Administration Committee, to which the bill was referred.

H.R.519 would permit the designation of additional depository libraries where needed, would provide for the establishment of regional depository libraries, would expand the number of publications availa-

ble for depository distribution and would eliminate the present requirement that libraries pay the postage on documents distributed by the Superintendent of Documents.

If there is to be action on this measure in this Congress, the members of this Committee will need forceful evidence from librarians of the need for enactment of this legislation. Bills not acted on within the next few months will die when this second session ends.

Ruth O. Longworth

Friends of the Library

Help Encourage Library Progress

This past year has been busy and fruitful for Montana Friends of the Library! Commensurate with the exciting development of expanded library programs in the state and with the increased recognition, both nationally and statewide, of the values inherent in good reading. Friends groups have grown and extended their good help in supporting library development, encouraging the better use of library facilities, and publicizing the values of books and reading.

Friends all over the state rallied during National Library Week, to make this third year of The Week truly outstanding in Montana. I wish that I could include in this report all of the varied and inspiring programs carried out in the school and public libraries in every community in Montana during the Week. We can be very proud of the special help and participation of the Friends in making these activities so remarkably successful.

I am pleased to report that we have two large new groups organized this past year: Great Falls had its first meeting during National Library Week and is off to a big program, strongly supported by over 200 members. Billings organized last Fall and reports of activities there are excellent. There is interest in Toole County and hopes of an organization meeting, and scheduled for an early date is a planning meeting in Libby with the hope of a future large Friends organization there.

Marj Kavanagh, President of the Pondera County Friends of the Library, is to be congratulated on a dynamic program in her area. 150 people attended the Western library dinner at Conrad on February 12 and thoroughly enjoyed every minute of the evening. Regular meetings have been held this past year with excellent book reviews offered by the members. National Library Week was observed in a time of all-out celebration, under the sponsorship of the Jayceens.

Butte has a lively and commendable program and my own group in Mineral County continues to show good interest and support. Word has reached me of interest in Glacier County in reactiviating the Friends group there and of course I am delighted at this news.

The Friends in Stillwater County are very busy indeed and doing a fine job for the library.

In every corner of the state, whether or not there is an organized group, clubs and individuals are doing an imaginative and

effective job of promoting good library service. Special and honorable mention should go to the Home Demonstration clubs, the Womens Clubs and the Business and Professional Womens Clubs for their fine support. The Home Demonstration Clubs are taking the lead in four counties to secure county-wide service, the Womens Clubs are the friends of the library in many areas and the B.P.W. had taken the lead to secure support from the next legislature for an adequate budget for the state library. It is our hope that every large organization in the state will follow this fine example. We know that a strong state agency is essential to library development in Montana and that our next big step is to strengthen our State Library Extension Commission.

The year has been busy for me in your behalf: with regular contributions to the Montana Library Quarterly, Montana Libraries and the P.T.A. Bulletin, letters to all of you who have already joined the Montana State Library Association and letters of invitation to countless individuals and organizations to join with us. I also served on the Planning Committee for the Trustee's Conference for May 6th in Great Falls.

My time as your state chairman is drawing to a close I look back on the past two years with a feeling of pride and satisfaction in the evidence we have of your intelligent interest and your record of achievement. Nothing could be more gratifying than to be a part of this program, to have made so many warm personal friends who share my interest in the best possible library service and who are dedicated to the concept that life can be rich indeed when books are a part of it. I want to express my sincere thanks to everyone of you.

Respectfully submitted,

Mrs. Robert Bemis
Chairman, Friends of the Library

Report of the Library Development Committee

Library progress in Montana has continued at a rapid pace the past year. Two Federations have completed their demonstration periods and are now continuing library service in their areas, Lincoln with Flathead and Missoula with Mineral counties. Two new Federations began their demonstration periods, Cascade and Pondera counties with the Great Falls Public Library; Fallon, Garfield and Powder River counties, headquarters at Miles City Public Library. Petitions for county-wide service are in circulation in Richland and Fergus counties, and also in Teton County. Plans are being formulated for further demonstrations areas in Montana as Library Service Act funds become available.

Dr. Robert Campbell states in his report THE FINANCING OF THE PUBLIC LIBRARY, "The small population of Montana counties makes regional integration almost mandatory if significant progress is to be made in the quality of local library service. Only in this way may sufficient funds be accumulated from local revenues to provide such service." The success of the larger units of library service in Montana after the passage of the Library Service Act has been due to the educational program undertaken

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by the Montana State Library Extension Commission, which follows very closely the recommendations made by Dr. Campbell in his report.

Adult Education Activities have included the Great Books Program in several communities, workshops for Public Relations, Publicity, and Displays within the library, In-service Training, Mending and repair of Books, Weeding, Book selection, etc. Centralized processing and book purchase for the Federation libraries have been expanded. The film center for libraries located at the Great Falls Public Library has broadened that service.

On January 18th a teacher-librarian institute was held in Lewistown when 80 rural teachers attended a day of instruction. Librarians conducted the workshop covering book selection, cataloging, library arrangement, weeding and mending, public and school cooperation and public relations. The following day the public librarians met with representatives from the rural area of Fergus County in the interest of a county contract with the city library at Lewistown.

A state-wide trustees conference is scheduled for May 6th to coincide with the meeting of the Montana State Library Association.

Much has been accomplished during the past year in the individual libraries as the plans for improved service progress. With the continuation of the Library Services Act and the ground work laid thus far at the state level, Montana should enjoy another year of outstanding library service growth.

Mrs. Perl Coombs, Chairman
Mrs. Helen Ewing
Mrs. Alma Jacobs
Mrs. Clare Smith
Miss Evelyn Swant
Miss Kathleen Campbell
Mrs. Inez Herrig
Mrs. Ruth Longworth
Miss Alice Ridenour

Committee on Meeting Place for 1961

The Committee on Meeting Place unanimously voted to accept the invitation of Glendive to be the Convention city for 1961. The Glendive Public Library with its extension of services to Dawson County, including 1 branch and two stations will show in action the new library development program in Montana.

Mrs. Clare M. Smith, Chairman
Miss Rita McDonald

Constitution Committee

I wish to sumbit a negative report for the Constitution Committee for the year 1959-60.

Sincerely,

Norman D. Alexander

MEMBERSHIP COMMITTEE

1959-60

PROFESSIONAL

Members as of April 1, 1959	163
Members as of April 1, 1960	153
Loss of Membership	10

ASSOCIATE

Members as of April 1, 1959	184
Members as of April 1, 1960	154
Loss of Membership	30

LIFE

Life Members as of April 1, 1959	12
Life Members as of April 1, 1960	15
Gain of Membership	3

TOTAL MEMBERSHIP

Professional Members as of April 1, 1960	153
Associate Members as of April 1, 1960	154
Life Members as of April 1, 1960	15
Total Membership as of April 1, 1960	322

Respectfully submitted,

Natalie Sliepcevich, Chairman
Mrs. Ralph Anderson
Mr. B. K. Pate

REPORT OF THE MONTANA AUTHOR'S COMMITTEE

The first supplement to Who's who among Pacific Northwest authors is to be completed and ready for distribution at the 1961 meeting of the PNLA. In preparation for this event the Montana Authors Committee is currently collecting biographical material for Montana authors; approximately ten to fifteen will be included in the supplement.

Mrs. Jean Davis, Chairman

REPORT OF THE PNLA REPRESENTATIVE

The reports of the P.N.L.A. Representative for Montana have been published throughout the year in the issues of the Montana Library Quarterly.

Final plans for the program for the P.N.L.A. Conference to be held at Sun Valley, Idaho, Sept. 21-24th, 1960 are not yet complete, but it is planned to have one general session devoted to a panel-symposium entitled: Libraries and Librarians of the Pacific Northwest. The divisions which will be meeting this year are the following: College Libraries, Public Libraries, Library Education, and Work with Children and Young People. More detailed information concerning the convention may be available at the time of our state meeting in Great Falls. Let's have a large showing from Montana at Sun Valley this year.

NOMINATING COMMITTEE REPORT

The Nominating Committee of the Montana State Library Association submits the following slate of officers:

President - Mrs. Helen Ewing, Carnegie City-County Library, Glasgow

Vice-President and President Elect Mrs. Clare Smith, Carnegie Public Library, Miles City

Secretary - Miss Eleanor Ivankovich, Anaconda High School Library

Treasurer - Mrs. Lilly F. Eveland, Liberty County Library, Chester

P.N.L.A. Representative - Mrs. Ruth O. Longworth, Montana State Library Extension Commission

The committee also reports that it has presented the slate of new officers to the members in a ballot distributed by mail March 18, 1960.

Respectfully submitted

Inez C. Haskins
Mildred H. Grawe
K. Elizabeth Pittman

REPORT OF THE PUBLICITY COMMITTEE

A very short and easy to answer questionnaire was mailed to practically all librarians in the state, along with a stamped return envelope. These were mailed to city, county and school librarians whose names appeared in the directory.

About 60% of the letters were returned, and in general the answers were significant. It was assumed that if an answer was blank it did not apply to that library. There were 50 city and county libraries reporting, while 120 school libraries reported. Reports indicate that a larger percentage of city and county libraries participate in general publicity than do the schools.

One topic of the questionnaire was publicity. The following is a summary of that with percentages for city and county and school.

	City and County	School
Radio	32%	5%
Television	6%	25%
Newspaper	90%	30%
School paper	10%	90%
Display cases	44%	32%
Bulletin Bds.	78%	99%
Peg boards	22%	8%
Display cases Apart from library	70%	25%
Book Display	70%	67%
Book Jackets	64%	95%

The frequency of change of displays:

Irregular	58%	66%
Weekly	16%	20%
Monthly	10%	10%

Responsibility for displays:

Librarian	60%	68%
Staff-Student Ass't	34%	50%
"Friends of the Library"	23%	15%

This report does not take into consideration many of the explanations presented by librarians relative to its publicity. Also we cannot measure the actual worth of a display because often it is not the number of displays that is important, but the eye appeal of that display.

It is especially interesting that every library reporting had some type of publicity, although in some instances it was done only on special occasions, such as Book Week, Library Week, etc.

It seems useless to further comment on publicity as the figures will probably explain themselves.

Respectfully submitted,

MSLA PUBLICITY COMMITTEE:

Chester H. Roberts, Chairman, Librarian, Eastern Montana College of Education, Billings, Montana

Mrs. Doris M. Mart, Librarian, Garfield County Library, Jordan, Montana.

Mrs. Peg Gadbow, Consultant, Montana State Library Extension Commission, South Avenue and Middlesex, Missoula, Montana

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Publications Committee

Annual Report 1959/60

The report of this committee is really contained in the issues of the Montana Library Quarterly.

We lost one half-page advertisement and gained one quarter-page. We also added two subscriptions. The advertising possibilities seem to have dried up, and I shall not be surprised if we lose some more. We think we could get more subscriptions if we made a drive for them, and this we intend to do as soon as we find out what our subscription price ought to be.

During the past year we reached a high point of close to 500 copies run off for one issue, but associate members dropped away and only a few over 300 copies of the January 1960 Quarterly were run off. We should like to see some changes in the format and typography, but any change means a larger cost, and this we cannot afford as long as the Quarterly has to be self-supporting.

Requests to reprint Mrs. McNamer's talk given at cur last conference, and Miss Fenn's article in the January 1960 issue were received and approved. The former appeared in the ALA Bulletin and the latter in the Junior Libraries section of the Library Journal.

We plan to include a five-year index in the July 1960 issue and this should make the Quarterly more useful.

Mary Hagerty
Ruth O. Longworth
Lesley M. Heathcote, Chairman

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State Library Extension Commission Report

The State Agency is pleased to present the following stimulating record of progress.

Two new federations of libraries, making a total of four in the state, are in effect. The Sagebrush Federation in Eastern Montana is now a going concern. Miles City is the Center, with Clare Smith as Coordinator. This federation includes Carter, Custer, Fallon, Garfield and Powder River Counties. We have every hope that by the time this report is printed, delivery will have been made and bookmobile service will be in full swing. The Great Falls Public Library now has contracts with Cascade and Pondera counties and is giving excellent service to both. Teton County is circulating petitions, asking for library service for that county. Here all costs are underwritten by local funds. The bookmobile is provided by federal funds under L.S.A. but all costs of operation, personnel, books and equipment are paid by local budgets. Alma Jacobs is supervising this program and is doing a most commendable job.

The Northwest Federation with Inez Herrig as Coordinator, has assumed costs of bookmobile operation. Centralized processing of books continues to be done at Libby, paid this year with money saved from last year's allotment to that area. Plans are to assume full costs with local budgets as of July 1, 1960.

Five Valleys Federation continues centralized book purchase and processing on a self supporting basis. Bookmobile service could not be continued here since the local funds were not forthcoming. The hope, is, however, that given time, local funds will be available and service can be resumed.

Petitions for county service are being circulated in Richland, Fergus and Teton counties. Richland is taking this step to be ready to participate in the next federation, with Glendive as the center. The Lewistown Public Library will be asked to give county-wide service when petitions are in in Fergus County. Petroleum county which adjoins has expressed an interest in contracting with Lewistown. Teton, as we have mentioned, will ask for service from Great Falls. Toole County has organized a Friends of the Library Group, as a first step toward becoming a part of a federation, possibly with service from Great Falls.

Services from Headquarters have been extended and increased. Eight workshops were held throughout the state in October, in Anaconda, Great Falls, Chinook, Billings, Bozeman, Miles City, Glendive and Glasgow. A Teacher-Librarian Institute was held in Lewistown in January. Field trips, too numerous to list, have been made by the state library staff to libraries all over the state.

The Public Library Film Cooperative at Great Falls reports excellent use. This service has been paid for by federal funds but as of July 1, 1960, this will become self supporting on a subscription basis. Comment by the many librarians and the library patrons who use the service is enthusiastic.

Scheduled for June 6-7 is "A Pilot Workshop on Library Interpretation", conducted by Miriam McNally,

Director of the Public Relations Planner. Sixteen librarians will attend this two day session, where they will develop a manual for state wide use.

Miss Kathleen Campbell, Chairman of the Commission, has recommended that an Advisory Council be appointed to work in close accord with the State Agency. Members will be invited to join from each region in the state.

The year 1961 will be a legislative year in Montana. The State Library Extension Commission will ask for legislation to change the name of the state agency to the Montana State Library. The Commission will ask for an adequate budget to pay personnel, travel, books, equipment, rent, light and heat - costs which are now paid with federal funds. The funds now used for headquarters operation can then be spent on the demonstrations throughout the state.

Ruth O. Longworth

School Librarians Division

The Division of School Librarians applied to the American Association of School Librarians to become a pilot state for the implementation of standards. Our aims were:

(1) To publicize the library program.

(2) To emphasize the value of an effective library program in our public schools, and

(3) To enlist the assistance of school administrators in determining logical, progressive steps to be taken in attaining desirable standards for the school libraries--both elementary and secondary--in Montana.

We invited and were assured of cooperation in the pilot programs by the State Department of Public Instruction, MASL, SLEC and the State School Library Committee.

Miss Mary Gaver, Chairman of the AASL Standards Implementation Committee, sent word in November that Montana was chosen one of the nine pilot states. Mrs. Ada Wing Montgomery of Centralia, Washington was our regional representative; later she was replaced by Miss Mabel Turner of Seattle. Miss Eilene Morrison was appointed state representative.

We announced the pilot program at four of the MEA conventions in October, mailed publicity to all county superintendents and local MEA presidents, and sent the

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announcement of the pilot program to the daily newspapers in the state. Announcement of the appointment by AASL of Miss Lucile Hatch, Associate Professor of Library Science at Denver University as speaker for May 7 was sent over AP and UP and to the MEA Journal. Members of the State School Library Committee announced the pilot program and passed out brochures describing it at statewide meetings. Personal letters of invitation were sent to school administrators, librarians, and key laymen. Invitations were sent to the state PTA, Montana Taxpayers Association, and to the School Board Association to send representatives.

MSLA Board members were helpful in arranging a Saturday convention program in which public and school librarians could discuss mutual programs and methods of improving the climate for libraries and librarians. It is our hope that everyone who attends the MSLA convention on May 6 & 7, 1960, will create a desire for better library service in his home community through discussions and study of the STANDARDS FOR SCHOOL LIBRARY PROGRAMS (available from ALA) in professional and educational and civic groups.

Mrs. Letitia Johnson, Chairman
Division of School Libraries
Montana State Library Association

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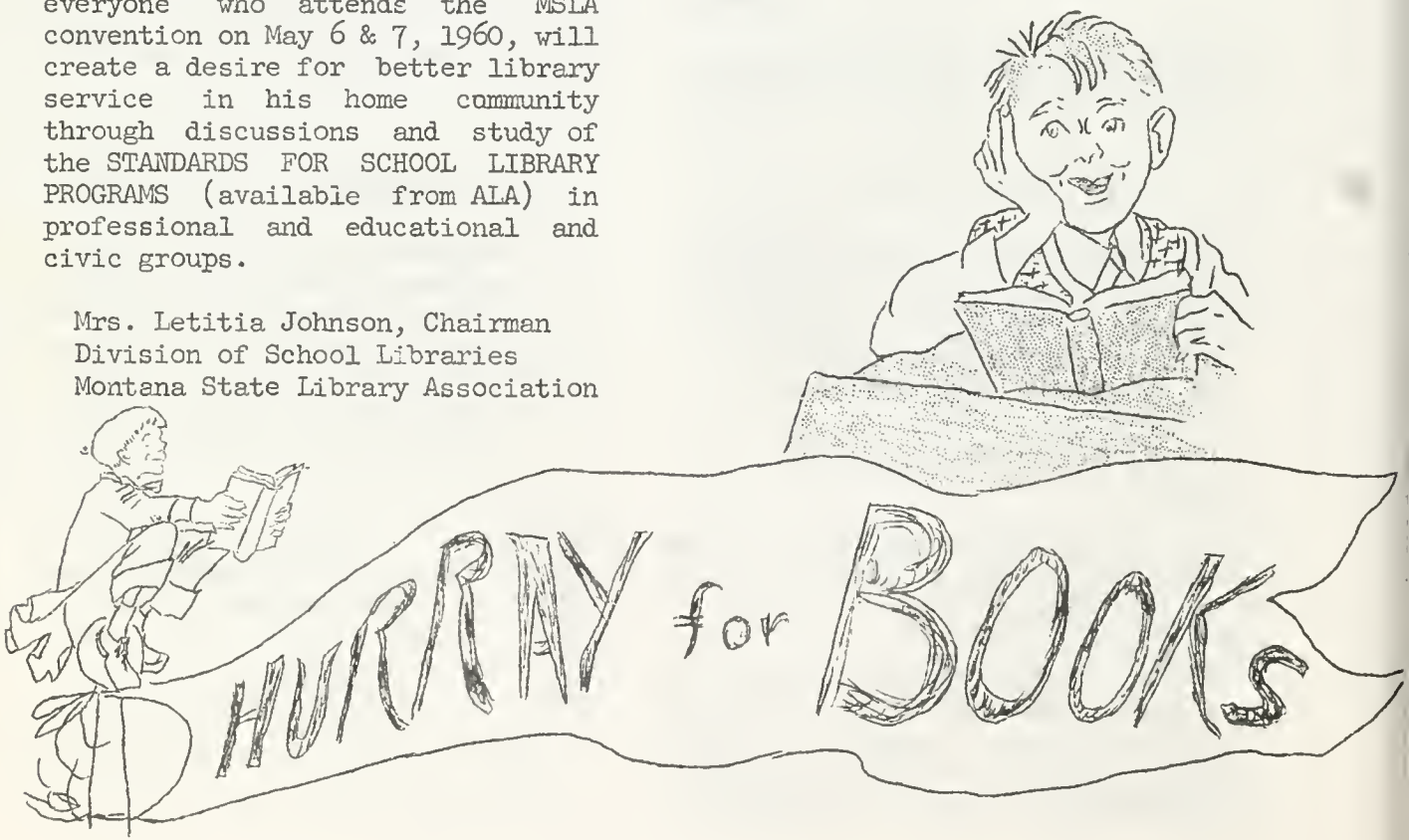

MONTANA STATE LIBRARY ASSOCIATION CONSTITUTION AND BYLAWS

AMENDED MAY 1954
AMENDED SEPTEMBER 1956
AMENDED MAY 1958
AMENDED MAY 1959

CONSTITUTION

ARTICLE I

NAME

The name of this organization shall be the MONTANA STATE LIBRARY ASSOCIATION.

ARTICLE II

OBJECT

The object of this Association shall be to promote library interests and development and raise standards of library service in Montana.

ARTICLE III

MEMBERSHIP

Section 1: There shall be seven classes of members: Active, Associate, Life, Contributing, Institutional, Ex-Officio, and Honorary.

Section 2: ACTIVE MEMBERS. Any person actually or previously engaged in library work, or any graduate of an accredited library school may become an active member of this Association and be entitled to all its privileges upon payment of the dues as provided in the Bylaws.

Section 3: ASSOCIATE MEMBERS. Any person interested in library work may become an associate member upon payment of the dues as provided in the Bylaws, and shall be entitled to all the privileges of this Association except the right to vote and to hold office.

Section 4: LIFE MEMBERS. Any person eligible for active membership may become a life member upon payment of the dues as provided in the Bylaws.

Section 5: CONTRIBUTING MEMBERS. Any person or institution eligible for membership may become a contributing member upon payment of the dues as provided in the Bylaws.

Section 6: EX-OFFICIC MEMBERS. A library's membership in this Association shall entitle the members of the governing board to be ex-officio members.

Section 7: INSTITUTIONAL MEMBERS. Any institution or association engaged in library work or otherwise interested in library work, may become a member of this Association upon payment of dues as provided in the Bylaws.

Section 8: HONORARY MEMBERS. Upon recommendation of the executive board, the Association may, from time to time, elect honorary members who shall pay no dues but who shall be entitled to all the privileges of this Association except the right to vote and to hold office.

Section 9: MEMBERSHIP ELIGIBILITY. The executive board of this Association shall pass on the eligibility of all applicants for membership, in accordance with the provisions of the preceding sections of this article.

Section 10: VOTING PRIVILEGES. Each active, life, contributing, and institutional member of the Association in good standing shall be entitled to all voting privileges. The governing board of each institutional member may have, through a delegated representative, one vote on all questions which come before the Association.

ARTICLE IV

OFFICERS

Section 1: NUMBER OF OFFICERS. The officers of the Association shall be a president, a vice-president who shall be president-elect, a secretary, and a treasurer. The officers, together with the past president, the representative to PNLA and the representative to ALA, shall constitute the Executive Board.

Section 2: TERM OF OFFICE. The term of office shall be one year with the exception that the office of Treasurer shall be for a two-year term, or until new officers are elected.

Section 3: DUTIES OF OFFICERS.

a. The president shall perform the duties that usually pertain to that office. In addition to his regular duties, he shall plan the program for the annual meeting and at that meeting he shall make a report to the members on the condition and affairs of the Association.

b. The vice-president shall perform the duties that usually pertain to that office.

c. The secretary shall keep a record of the proceedings of the annual meeting and of the meetings of the Executive Board and shall perform such other duties as shall be assigned to him.

d. The treasurer shall keep a roll of members, shall notify delinquent members of unpaid dues, shall receive all money, keeping an account thereof, pay all bills authorized by the Association or its Executive Board, preserve all official papers and vouchers, and make an annual report of all financial transactions.

ARTICLE V

REGIONAL AND NATIONAL REPRESENTATION

Section 1: REPRESENTATION IN THE PACIFIC NORTHWEST LIBRARY ASSOCIATION. A member of this Association, who is also a member of PNLA, shall be elected as a non-officer Board member of the PNLA for a term of two years, beginning of such term to coincide with that of the officers of PNLA.

Section 2: REPRESENTATION IN THE AMERICAN LIBRARY ASSOCIATION. A member of this Association, who is also a member of ALA shall be elected as ALA Council representative for a term of four years, beginning of such term to coincide with that of the officers of ALA.

Section 3: BOARD MEMBER OF THE PACIFIC NORTHWEST LIBRARY ASSOCIATION AND COUNCILOR OF THE AMERICAN LIBRARY ASSOCIATION. These members shall serve as representatives of the Montana State Library Association to these respective organizations and shall form a liaison to interpret the wishes and policies of the Montana State Library Association to these organizations, and of these organizations to the Montana State Library Association. They shall each submit a written report at the annual meeting.

ARTICLE VI

QUORUM

Ten members shall constitute a quorum of the association for the transaction of business.

ARTICLE VII

AMENDMENTS

This Constitution may be amended at any regular meeting of the Association by a two-thirds vote of those present and voting, provided that notice of the amendment shall have been given to all members of the Association at least three weeks prior to the meeting at which the vote is to be taken; or by ballot sent by mail recording a two-thirds vote from those returning ballots.

BYLAWS

ARTICLE I

NOMINATIONS AND ELECTIONS

Section 1: NOMINATING COMMITTEE. The president shall appoint a Nominating Committee of three (3) members at least six months before the annual meeting.

Section 2: CANDIDATES AND METHOD OF VOTING. The Committee shall nominate candidates for the several offices and shall present these to the members in a ballot distributed by mail at least six weeks before the annual meeting of the Association. The candidates receiving the highest number of votes shall be elected.

Section 3: ASSUMPTION OF OFFICE. The result of the election shall be announced at the annual meeting and the new officers shall assume office June first (1).

ARTICLE II

YEAR

The fiscal year of the Association shall be June 1 to May 31.

ARTICLE III

DUES

Annual dues shall be payable before July 1. Dues for active members shall be on a sliding scale as follows: salaries under $2400, $1; salaries $2400-3599, $2; salaries $3600 or over, $3; associate members, $1; life members, $20; contributing members, $5; institutional members, $4.

ARTICLE IV

MEETINGS

Section 1: There shall be an annual meeting of the Association as hereinafter provided. Special meetings may be called by the Executive Board or by the president on request of six members of the Association. At least three weeks' notice of such special meetings shall be given, and only the business mentioned in the call shall be transacted.

Section 2: The annual meeting of the Association shall be held sometime during the first two weeks in May, the exact dates to be decided upon by January fifteenth of each year and announced in the next issue of the MONTANA LIBRARY QUARTERLY.

Section 3: There shall be a registration fee of $1 at the annual meeting.

ARTICLE V

COMMITTEES

Section 1: STANDING COMMITTEES. The president shall appoint all standing committees subject to the approval of the Executive Board. Each committee shall consist of at least three members. There shall be the following standing committees:

a. MEMBERSHIP. The committee shall endeavor to enlist a large and active membership in the Montana State Library Association.

b. PUBLICITY. The publicity committee shall see that the Association is represented in professional journals in the library field, and in news publications throughout the state; collect and assemble examples of publicity to be deposited with the Montana State Library Extension Commission for circulation throughout the state or for exhibit at Montana State Library Association meeting.

c. LEGISLATIVE COMMITTEE. The Committee shall consider all legislation pertaining to libraries in Montana and make recommendations to the Association. The Committee shall also make arrangements for the Association to be represented during legislative sessions at which library legislation of interest to the Association is being considered.

d. MONTANA AUTHORS COMMITTEE. This Committee shall work closely with the P.N.L.A. Committee on Collections of Biographical Data on Northwest Authors and initiate and/or cooperate in any other studies concerned with Montana authors.

Section 2: SPECIAL COMMITTEES

a. The president shall appoint a conference chairman and at least two (2) more members from the hostess city to assist the president in executing the program for the annual meeting.

b. The president may, from time to time, appoint such other special committees as may seem desirable.

Section 3: COMMITTEE REPORTS. It shall be the duty of the standing and special committee chairmen to submit annual reports in writing at the annual meeting. If no annual meeting is held, reports shall be submitted to the president by May 1.

ARTICLE VI

DIVISIONS

Section 1: FORMATION OF DIVISIONS. Upon recommendation of the Executive Board, a new division may be formed by not less than ten members by a majority vote of the Association present and voting at any annual conference; provided that, at least six months prior to the annual conference, the ten or more members submit a petition for the formation of the division to the Executive Board, and signify their intantion to become charter members; and provided also that those members submitting the petition be actively engaged in the work that will be the special field of interest of the division.

Section 2: OFFICERS. The officers of the division shall be a chairman, a vice-chairman who is chairman-elect, and any other officers provided for in the bylaws of the Division.

Section 3: EXECUTIVE BOARD. The officers of the division and any other members provided for in the bylaws of the Division shall constitute the Executive Board of the division.

Section 4: MEETINGS. Annual meetings shall be held, concurrently with those of the Association.

ARTICLE VII

PARLIAMENTARY AUTHORITY

The rules contained in "Robert's Rules of Order, revised" shall govern the Association in all cases in which they are applicable and in which they are not inconsistent with these Bylaws.

ARTICLE VIII

AMENDMENT

These Bylaws may be amended by a two-thirds vote of those present and voting at any meeting of the Association.

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